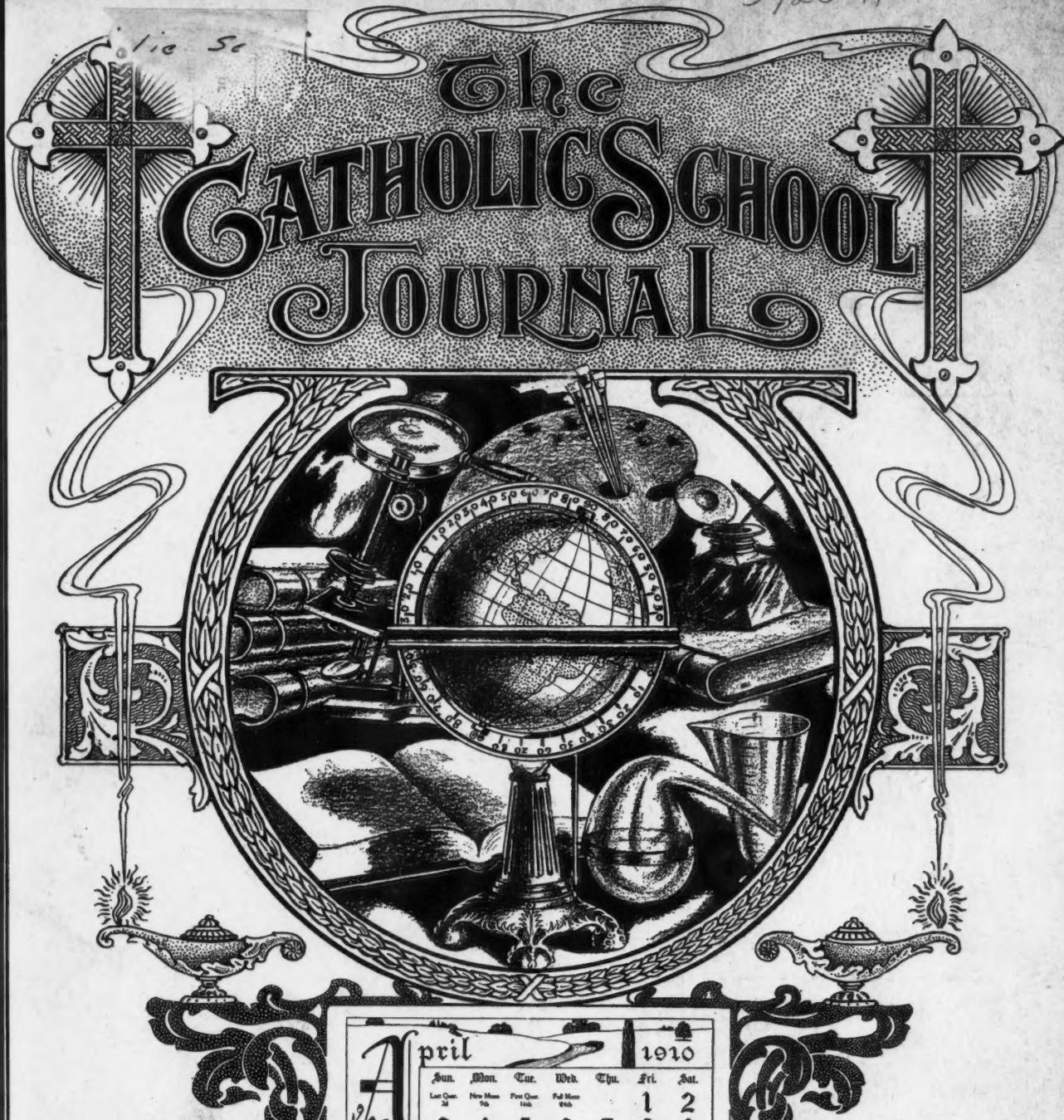


VOL. 10, NO. 1

APRIL, 1910

61-PER YEAR

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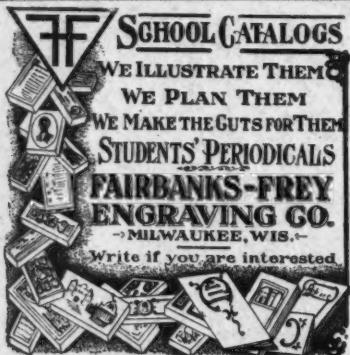
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Fabrikoid
Cloth
Paper

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Dark Brown	Red
Black	Maroon
Green	

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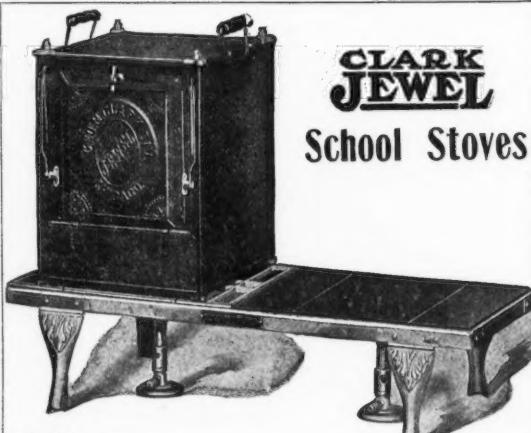
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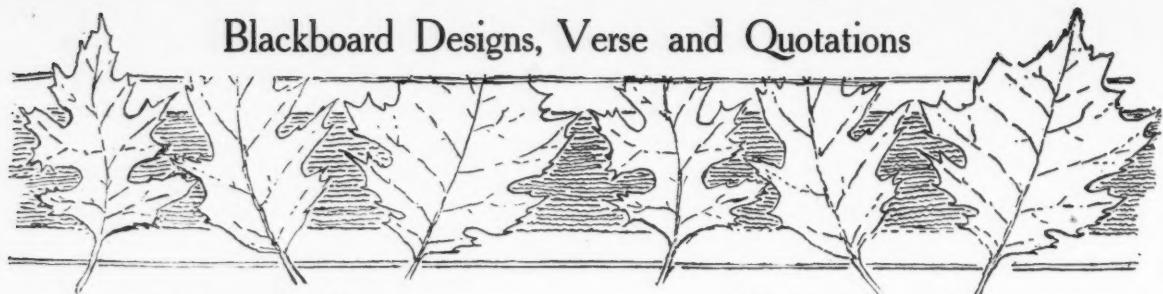
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DUTY TO SELF AND SCHOOL.—Every Catholic teacher owes it to herself and her school to read regularly the views, suggestions and experiences of Bishops, Clergy and leading religious teachers, as presented in the pages of *The Journal* each month. These articles, touching on all the problems and difficulties of the school, not only give tangible ideas and direct help, but there is also afforded much reassurance and stimulus to new zeal in the messages of the leaders. As Bishop Spalding says: "The teacher is the school, and whatever refreshes or quickens or inspires the teacher, must stimulate and uplift the school." Bishop Spalding was one of the first prelates to commend *The Journal* and encourage it as a needed undertaking.

"Every city school needs and can afford to take three or four good educational periodicals," says a prominent educator. The best Catholic schools in the country naturally give first place to *The Catholic School Journal*, because it offers the greatest value in matter of professional interest and practical help. The Reverend Editor of the *Ecclesiastical Review* writes: "The *Catholic School Journal* furnishes such useful matter to Catholic teachers that to dispense with it as an aid in school work would appear to entail the loss of opportunities to do good service in the schools."

Blackboard Designs, Verse and Quotations



TELL THE TRUTH. By Father Cheerheart.

Tell the truth whate'er befall you,
Let no shame or fear appall you;
Better pain than have men call you
Story teller bold or sly;
Though in fibs your playmates revel,
Let **your** words with facts be level;
"Tell the truth and shame the devil"—
Men and angels scorn a lie.

Our own deeds, no fault suppressing;
Peace will come with the confessing;
Candor wins a constant blessing
E'en from those who must chastise.
Sorrow waits on all deceiving,
Falsehood ever ends in grieving;
Shameful futures are they weaving
Who pollute their soul with lies.

MEMORY GEMS.

The following gems have been used in grades above the fifth: The selections are placed on the blackboard and discussed by the class for the sentiment and elucidation of thought. They are then memorized by repeating in concert or singly, or by silent study. Further use is made of them in dictation and penmanship.

"The heights by great men reached and kept
Were not attained by sudden flight,
But they, while their companions slept,
Were toiling upward in the night."

"It is not just as we take it,
This wonderful world of ours;
Life's field will yield as we make it.
A harvest of thorns or flowers."

Sloth makes all things difficult, but industry all easy; he that riseth late must trot all day and shall scarcely overtake his business at night, while laziness travels so slowly that poverty soon overtakes him.—Franklin.

Failure after long perseverance is much grander than never to have a striving good enough to be called a failure.—George Eliot.



"You will find that luck
Is only pluck
To try things over and over;
Patience and skill,
Courage and will,
Are the four leaves of luck's clover."

Heaven is not gained at a single bound;
But we build the ladder by which we rise
From the lowly earth to the vaulted skies,
And we mount to its summit round by round.



O FILII ET FILIAE

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Solesmes Version

Fine.

Second
Mode

1 O fí - li - i et fí - li - æ, Rex cæ - lé - stis, Rex gló - ri - æ,
 2 Et má - ne prí - ma sáb - ba - ti, Ad ó - sti - um mon-u - mén - ti
 3 Et Ma - rí - a Mag - da - lé - ne, Et Ja - có - bi, et Sa - ló - me,
 4 In ál - bis sé - dens An - ge - lus Præ - dí - xit mu - li - é - ri - bus:
 5 Et Jo - án - nes A - pó - sto - lus Cu - cùr - rit Pé - tro cí - ti - us,
 6 Di - scí - pu - lis ad - stán - ti - bus, In mé - di - o sté - tit Chri - stus,



D. C. al Fine.

Mór - te sux - ré - - xit hó - - di - e, Al - le - lú - ia.
 Ac - ces - sé - runt di - scí - - pu - li, Al - le - lú - ia.
 Ve - né - runt cór - - pus ún - - ge - re, Al - le - lú - ia.
 In Gá - li - laéa est Dó - - mi - nus, Al - le - lú - ia.
 Mo - nu - mén - to vé - nit prí - us, Al - le - lú - ia.
 Dí - cens: Pax vó - - bis ó - - mni - bus. Al - le - lú - ia.



- 7 Ut intelléxit Dídymus
Quia surréxerat Jesus,
Remánsit fere dúbios, allelúia.
- 8 Víde Thóma, víde látus,
Víde pédes, víde mánuς,
Nóli ésse incrédulus, allelúia.
- 9 Quándo Thómas Christi látus,
Pédes vídit atque mánuς,
Díxit: Tú es Déus méus, allelúia.

- 10 Beáti qui non vidérunt,
Et firmiter credidérunt,
Vítam ætéram habébunt, allelúia.
- 11 In hoc féstó sanctíssimó
Sit láus et jubilátio,
BENEDICAMUS DOMINO, allelúia.
- 12 De quibüs nós humíllimas
Devótas atque débitas
DEO dicámus GRATIAS, allelúia.



A PRACTICAL COURSE IN SCHOOL MUSIC.

By Frederic H. Ripley.

The object of the study of reading is literary culture. That study which fails to establish a love for good literature, and an appreciation of the same, falls short of the highest good.

The study of music in school should be based upon the same theory, namely, that of imbuing the learner with a love of music and an appreciation of its masterpieces.

Our ideal requires that we overcome the elementary difficulties of learning to read at a very early stage, and to accomplish this our effort is concentrated on securing the simplest possible presentation of the subject.

We begin by presenting the scale in a variety of positions on the staff, teaching at first relative not absolute pitch for the staff degrees. By this method we quickly enable the pupils to sing equally well in all keys.

We next utilize the scale, and by means of modulations carefully prepared fix scale relation in perfect order, and at the same time prepare the way for chromatic work.

By the end of the second year the pupils sing ordinary choral music which is free from chromatic or rhythmic difficulties.

In the third year these difficulties (chromatic and rhythmic) are introduced and practiced in such a way as to give power over all even divisions of the beat. This opens a vast field to the student, and thus, at the end of the third year in school, we are able to begin actual culture work.

In our course we must have in mind the unalterable limitations imposed by school conditions of lack of time, lack of instruments, and lack of experienced teachers. But in yielding to these conditions we must in no way endanger the great aim of the course—musical culture. This culture in music, as in literature, must depend upon the very early development of the power to read rapidly the characters in which it is written, in order that a large proportion of the school life may remain for actual practice on and contact with the works of the best authors.

In both melody and harmony the elements should be those only which can be appreciated by the child.

Rhythm is an element in music, as in poetry, which very early attracts the child, and which he can enjoy and appreciate. Rhythm is, in children as in primitive races, the first element of music to be grasped, and as such it should receive fundamental treatment.

Again, ample experiment has proved that very young children are attracted by the peculiar strength of the minor scale, that they learn to sing tunes founded upon the minor with the greatest ease and delight. This fact must be taken into consideration in the preparation of a practical course of study, and from the beginning to the end of the course the minor should be treated as of equal importance with the major.

Similarly, both in rote-singing and in early exercise work and sight-singing, we have long confined ourselves to the diatonic scale.

Here again we have found our mistake. Children are very quick to perceive the beautiful effect produced by the introduction of chromatic tones, and they are as quick to learn them and recognize them when placed upon the printed page. The commonest chromatic combinations should be introduced, therefore, at a very early period, and the study of chromatic effect continued as a part of every lesson from that time.

There are found in the music of every people those songs which are dear from their associations with scenes at home and their connection with childhood's days. Any course of music which neglects these songs and poems must be barren indeed of good results upon the children.

Elementary Writing of Music.

There is another element requiring a totally different treatment, namely, the elementary writing of music. Children ten years old are capable not only of thinking

complete musical phrases, but readily expressing them by means of the staff notation. Our course must give such training. This work, in its effect upon the mind of the child, is far-reaching.

As soon as he is able to write well-formed phrases perfectly, the moment his eye rests upon a phrase written by another or printed in a book, his mind grasps it as a whole instantly, and he sings no longer from note to note, in a stilted way, but his phrasing is correct and his rendering is that of a musician. As soon as the child is capable of registering his own musical thought, he has the key by which he may unlock the whole subject, and advance by his own activity to the mastery of the science and art of musical composition.

Again, courses of study in many instances are barren of good results to the individual, from the fact that individual development is sacrificed for the benefit of part singing and chorus work. The chorus usually begins with one-part exercises, which are carried forward to a certain stage of development, when it seems to be assumed on the part of the author that the children are ready for two-part work. A certain amount of two-part work is given, and then for some reason, assumed evidently without knowledge, three-part work is introduced, and from this point onward the work is in three or more parts. The pernicious influence of a course thus arranged can hardly be estimated. It must be our aim to avoid these evils. As a part of every lesson, we should give a certain amount of unison work, in which all the voices shall have an equal task to perform and an equal amount of tone-culture. Those who have used courses arranged as described hardly need be told what the effect is.

The division of the school into parts, and the dooming, as it were, of a portion of the class to sing on the low part, is sure to be injurious to their voices. It frequently occurs that whole schools will be rendered powerless to sing any tone above middle C. Aside from the subsidence of the tone and the loss of the higher tones, another effect of part singing, noticeable perhaps more in boys' schools than in mixed or girls' schools, is the tendency to loud and unmusical singing.

Fallacy as to Part Singing.

I have not unfrequently found that one consideration which was held supreme in the mind of the teacher was the acquisition of sufficient power to enable the children to sing part-exercises. When I have met with this state of mind I have been truly discouraged, for if we consider part-singing the end and aim of musical training in school, it seems as if we had reduced our work to a very low end.

What a course of study should have for its ultimate object is the highest development of the power of each individual in the school. Part-singing is incidental. It is a means of entertainment, a means of culture, it is true, but its success as a means of culture and entertainment depends upon the power of the individuals participating in it, and if the increase of this power at any stage is arrested in order that part-singing may be indulged in, then it becomes a serious hindrance to the musical progress.

Now, it should be borne in mind that the larger part of children in every class are what would be called unmusical, i. e., they do not readily learn to appreciate the effect of chromatics and to correctly perceive the movement expressed by intricate rhythmic forms. It is absolutely essential to the progress of this major part of the class that these elements be taken up by themselves, one by one, explained, taught, drilled, and that this training be followed by a large number of examples in which the difficulty just taught appears.

I maintain that the elements which enter into every part-exercise should be treated by themselves, practiced, illustrated by examples, and thoroughly mastered. Then, when they appear in part-exercise and songs, they do not interrupt the music, and part-raising takes its place as a means of culture.

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Catholic School Journal

A MONTHLY MAGAZINE OF EDUCATIONAL TOPICS & SCHOOL METHODS



ST. THOMAS AQUINAS.

Patron of the Schools.

Great Angel of the Schools! stand forth today,
And let our eyes behold thee steadily.
A child—the awful thought: What God might be.
Possessed thy soul; a youth—for future fray
No less than angel hands prepared thy way,
Tight girding thee with cord of chastity,
Because the clean in heart their God shall see.
Long didst thou muse and watch, and fast and pray,
Long didst thou study and write of God alone,
Until among His mightiest was thy place.
Then, in ecstatic trance, What God might be
In radiance so divine to thee was shown,
Thy mortal frame could not endure such grace,
And God's great gift of death was granted thee.

And was this thy exceeding great reward,
Granted by thy most loving Lord to thee,
That death, in manhood's prime, thy lot should be?
Yea, once, Angelical! a wondrous word
He spake—the very Christ by thee adored.
Gazing upon thee from the awful tree.
"Well, Thomas, hast thou written?" He said, "of Me!
What wilt thou have from Me for thy reward?"
"Naught, Lord, except Thyself!" was thy reply.
In eucharistic prayer, the same deep plea
Arose: "Whom, veiled, I by faith decry,
Jesu! unveiled, show Thy face to me!"
What could it be but great reward to die,
Since thus thy heart's desire was granted thee?

—S. L. Emery.

(To the words miraculously spoken from a crucifix at Naples: "Well has thou written of Me, Thomas! What shall I give thee as a reward?" the saint answered: "Naught except Thyself, Lord!")

The coming months are especially favorable for nature study and observation work, helpful to the school curriculum. The budding leaves of trees, the springing into new life of nature all around us, must be brought to the attention of the children. The melting snow draining off through swelling rivulets, portrays in miniature the draining of continents. It is the time to plant a tree, to nurture flowers and to interest children in the great plant world. Train to habits of observation of nature and her works that we may see "Sermons in stones, books in the running brooks and good in everything."

What can we do in the line of industrial training? Let us teach our girls to sew and cook, our boys to use tools to work in wood and iron. Let us have this for an ideal at least. Most of our children come from working homes and must return to the labor of trades. Let us help to make them masters in industrial pursuits.

Truancy is epidemic in the spring months. All nature seems to invite the youngster to sun and fields. The school house seems so gloomy and uninviting. Let us bring sun and air, the freshness and flowers into our school rooms and make them specially inviting at this time.

The most important chapters of the whole Catechism are those treating of the Ten Commandments. When the child learns them, the teacher should impress upon him the sacredness of these laws and the necessity to regulate his whole life according to these divine precepts. Stories should be told, taken from Bible history, showing the punishment meted out to those who have broken these laws. In telling them, be brief and picturesque, seizing on the striking features. In this way the pupils will become familiar with events in Old Testament history.—Rev. G. J. Peterson, Boston.

There is a questionable tendency in modern commercial course work, to turn all the routine, all the drudgery into "make-believe" business practice. If a student is to become a first-class clerk, bookkeeper or stenographer, he must engage in something besides play; he must learn the uses of downright hard work. The student in the business course who learns the priceless worth of labor, the joy of labor, will enter upon any legitimate business with excellent prospects of success. In fact, it is imperative that he learn the lesson that legitimate work makes for manly power.

Promotion of Pupils: Where a system of schools uses a course of study which is properly graded and well adapted to the abilities of the children who attend, a great proportion of the pupils should be able to accomplish the work set for them and be ready for promotion into the next higher class at the end of each half year. Where the course of study is arranged to meet conditions in this way and the teaching is good, it will be found that most children do the work as outlined, are ready for promotion, and are promoted in the regular way. Children who are properly prepared and who can be passed on regularly to take up the work of the next higher class are much more likely to continue their studies through the higher grades than where they are not able to make proper preparation and for that reason fail to be promoted. The constant tendency of children who fail of promotion is to leave the school.

Value of Friday Afternoon Exercises:—Friday afternoon exercises, besides contributing to this interest and brightness of school life, may be made the means of supplementing in many directions the training afforded by the regular work of the school. Well-selected readings by the teacher and the speaking of pieces by the children are most effective for instilling moral principles, awaking new interests, and adding to the pupils' fund of information. A teacher who makes it a point to turn these Friday afternoon exercises to greatest educational value and interest for the pupils, writes as follows:

"I ask the children to be on the lookout for any interesting little items, stories, songs, poems, or jokes which they think we would be glad to hear. During the fun period of Friday afternoon, the children are called upon to contribute their items while the others in the class listen attentively. When the story is told or the poem is

The Catholic School Journal

recited, the other children are ready to criticise both the good and bad points. We have been doing this work for some time and my fourth-grade children are becoming expert critics. They criticise the too frequent use of the word 'and' the careless omission of the suffix 'ing' and the uninteresting manner in which some of the children tell their stories. They are also becoming skillful in their readiness to tell the point of a story. Of course, the work in such a grade is only done in a small way, and yet we accomplish considerable through these Friday afternoon ventures."

Some Suggestions in Disciplining:—It is unwise to talk to a child of his shortcomings before the class. Many an incorrigible case has had its origin in a "roast" given before the class by a petulant teacher. Had she commended some point of worth in his work or conduct first and then dwelt upon the defective part and his wrongdoing, explaining what was desired, the conditions for improvement would be much better. Make your class feel that you are satisfied and hopeful and they will meet your expectations. Tell them they are a lot of little rascals and they will justify your estimate. A teacher needs the skill of a diplomat as well as the patience of a Job to work out the salvation of certain pupils, but right methods win, in the end. One boy who for years had been an element of disturbance in a school, idle, disobedient and quarrelsome, was observed one night by the superior riding a wheel with great skill—not holding on with his hands, and going through a number of difficult evolutions. The next day the principal said, "Charles, I noticed last evening that you are a skilled bicycle rider and I think if you bring your wheel to school some day the other boys would like to see you give an exhibition at recess." This was done and thereafter Charles was a different boy. He had exhibited himself before his classmates as a master of something. He had a standing as a boy who could do something that few of his classmates could do. Thereafter he felt it incumbent on himself to live up to his eminence, and a gradual change for the better appeared in his work and conduct.

Teaching Self-Management:—In keeping good order the great thing to be aimed at is self-management or self-control on the part of the pupil. An experienced teacher writes: "I have tried a plan which has been very helpful in securing order. There were several habits which the children had formed, such as whispering, moving about, looking back, and borrowing. These annoyed me very much and yet were such small offenses that I hated to punish for them. I told the children one Monday morning that during the week I was going to place the names of all the really thoughtful and careful pupils on the board on Friday and they should be our 'Honor Class' and be excused at 3:30; then for opening exercises Monday they could have a program of their own. This aroused great interest and it was surprising to see how thoughtful they were and how hard they tried to be in the 'Honor Class.' Each week the 'Honor Class' is larger and I am sure the pupils are becoming more self-controlled and better."

Cash Prizes for Drawing: The attention of teachers and school officials is especially called to the prize drawing contest announced by the American Crayon Company on the last page of this number of The Journal. The Crayon Company, which is a very large, reputable concern, makes a bona-fide offer of \$750 in gold and prizes for the best examples of pupils' work in drawing. The awards will be made by a competent jury of drawing experts from various parts of the United States. The contest is absolutely free and those in charge invite public and parochial school children alike to enter samples of their work. As the contest closes May 31, we would urge all school officials and teachers who may wish to have their pupils' work entered, to write at once to the Educational Dept. of the American Crayon Company, Sandusky, Ohio, for full information in regard to this contest.

If you are one of the few who have not yet remitted for the current year's subscription, we ask that you kindly do so this month.



Humor of the School Room

"Mamma, I'm tired of going to school."
"What's the matter, Willie?"
"Th' teacher"—

"Now dont you say a word against your teacher, Willie. I've no doubt you annoy her dreadfully, and she seems like a very nice sort of person."

"Well, she said this mornin' that she didn't think I had much of a bringin' up at home, an'—" —

"Wait! Did she say that? Well, of all the impudence. You shan't go back there another day!" —

The teacher of elocution was nearly discouraged, says a writer in the Boston Transcript. He urged his pupils, in some excitement, to put more expression into their recitation?

"Too flat!" he exclaimed. "Too colorless! You can do better than that. Try again. Now! Open your mouth and throw yourself into it."

Exact truthfulness had its proper reward in the following instance:

Teacher—Now can you tell me what the olfactory organ is?

Boy—Please, sir, no, sir.

Teacher—Quite right.

In a small town in Germany, the school inspector arrived on his tour of inspection too soon after his last visit to please the mayor, who was asked to accompany him.

"I should like to know why this donkey has come again so soon?" muttered the mayor to himself, as he put on his hat and said, "We don't trouble about commas and such like here."

The inspector told one of the pupils to write on the blackboard: "The mayor of Ritzelbuttel says the inspector is a donkey," for he heard the remark the mayor made.

"Now," he added, "put a comma after Ritzelbuttel and another after inspector."

The pupil did so, and it is believed that the mayor has altered his opinion as to the value of commas.

"The class in history will recite," said the mild-eyed bachelor teacher, who faced ten girls and two boys for the work.

"We will discuss today," he meekly said, "the distinguishing feature of the terms of several presidents, to fix in your young minds the principal characteristic of the chief executive. John, what distinguished President Lincoln's administration?"

"Patriotism, sir."

"And Jackson's, William?"

"National banking, sir."

"Very good. Now, Edith, what distinguished Mr. Cleveland's notable period in office?"

"Please, sir, Mrs. Cleveland."

First Teacher—Why are the children of the rich so often intractable?

Second Teacher—Because a house without a woodshed is very apt to have spoiled children.

He Spoke too Soon.—A well known business man attended the daughter's commencement exercises at an Eastern college recently. He had been greatly pleased with the beauty and dignity of the exercises and was discoursing to his wife upon the refining influences of college life. Suddenly his impressive monologue was cut short. A girl, in cap and gown, came dashing down the steps of the main hall, waving her diploma and shouting, "Educated, by gosh!"

Teacher—Willie, what is a dromedary?

Willie—Please, ma'am, a dromedary is a two-masted camel.



What Educators Are Saying:

HOLDING PUPILS IN UPPER GRADES.

There is no one who studies our schools even superficially who is not soon struck with the great difference between the primary and grammar departments as far as mere numbers are concerned. A falling off is noticeable in the fifth grade and becomes more marked as we advance to the eighth. No one ever hears of an eighth or a seventh grade being over-crowded. It is extremely rare for an eighth grade to be so large as to require the exclusive attention of a single teacher, whereas it is common enough in the more populous school district to find the work of the fourth and fifth grades assigned to two teachers.

Nor is this condition local. Catholic Superintendents the country over recognize it and deplore it. It also prevails in the public schools, but not to the same extent as with us. Besides, it has been so long in existence that pastors and teachers have become satisfied with it, have come to look upon it as perfectly normal, and consequently see nothing to remedy. But if we pause for a moment to view the situation, we may well ask ourselves what becomes of the vast army of children who leave our schools after passing through the primary department or the first and second grammar grades.

It is true that occasionally a pastor may feel that owing to the limited resources at his command he is unable to engage a large staff of teachers and is content to start his children in life with the advantage of a Catholic training by making provision only for the younger children. But it seems to me that in those places where the school population is not large, and the means of support meagre, still with a little effort a grade may be added from time to time to the curriculum, until the full eight grades are installed. Of course this would mean more labor for the teachers, but who ever heard of them declining to make a sacrifice when the good of their schools called for it?

But where this excuse cannot be offered no pastor who has a full graded school ought to view with equanimity the drifting of his children elsewhere. If the grading is up to the standard parents can have no valid reason for making transfer; and to do so in such a case is a mark of great inconsiderateness and a poor compliment to the teachers who have labored with their children during the earlier and more trying years of their formation.

Among a certain class of Catholics there is the feeling deep-seated and of long standing, which seems to have been transmitted from generation to generation, that children are sufficiently well equipped for the great battle of life as soon as they have made their First Communion. But we know that nothing could be farther from the truth, and pastors ought never to relax their energies in combatting an idea so false and pernicious. At that age children are just beginning to acquire an intelligent grasp of the truths of their religion. The true meaning of much that they have hitherto apparently mastered, is just beginning to dawn upon them. If it is with nothing less than deep concern that we contemplate many of the boys and girls as they go out into the world after having spent eight or nine years under the watchful eyes of religious men and women, what ought to be our feelings when we see children bidding adieu to their class rooms on the day of their First Communion? Can we be surprised if we learn that many so soon in life go down to moral shipwreck in the great struggle with temptation? Can we expect to raise up a body of staunch, intelligent, loyal and devout Catholic men and women out of such weaklings? The Sunday School which such children may continue to attend, will be a poor substitute indeed for the day school they have left. The weekly lessons in Christian doctrine from lay teachers can never make up for what they have lost. In a word this custom is cruel and heartless, contrary to the best interests of a child's soul and body, alien

to the spirit of the Church and reprobated by every intelligent man and woman. Too often it is but a cloak for avarice.

Again the plea is put forth that very many of our people are in lowly circumstances and need the pittance which their children might earn as bundle boys and cash girls. For these it would be an intolerable hardship to be compelled to allow their children to remain long at school. The most meagre acquaintance with the catechism and the three R's must suffice. This idea filters down from father to son and from mother to daughter with no intention on the part of parents of ever affording their children a better chance in life than they themselves had. Pastors ought to pay but little deference to this contention. It has been greatly overworked. The civil authorities refused to allow it to sway them when a few years ago they enacted the Child Labor law—a law which has rightfully barred many a young boy and girl from shops and factories and forced them back to the class room where they properly belonged.

Our poor ought to be taught that they and their children are not necessarily doomed forever to be "hewers of wood and drawers of water." There is such a thing as a praiseworthy discontent with their condition which priests and others in authority do well to foster, which will beget a hope for better things at least for their children. Every day the world is presenting larger opportunities for success in life, and only the educated can embrace them. Many fathers and mothers have generously made sacrifices that their children should not go through life handicapped as they themselves have been. Intelligence is not necessarily the heritage of the well-to-do. There is doubtless many a bright boy and girl in our schools, the children of poor parents, who would reflect credit on any position in church or state were they but taught that there are higher things in life to strive for and aspire after, but they are permitted to drift on to a career of painful drudgery, because no one cares, neither priest nor parent. Patience and contentment with their lot are not the only virtues to be preached to those who possess but little of this world's goods. Their trusted leaders, whose view of life is broader and who have witnessed time and again the sons of the poor outstripping their more favored rivals in many a contest for supremacy, should impress upon them that it is not only lawful but praiseworthy to strive for higher things of life even though they be material.

For the spiritual and temporal interests of many of our people, pastors ought to exert their influence to prevent this leakage from our schools. A talk from the pulpit, no matter how eloquent, will seldom suffice. Only a direct, personal appeal to the parents themselves will accomplish the desired result. This will no doubt entail much labor and inconvenience, but assuredly the end to be obtained is worthy of it.

—Rev. James F. Nolan (Supt. Schools, Baltimore).

EXHIBITIONS AND CLOSING EXERCISES.

In most parishes the children's talents are employed in the schools to give "public exhibitions" in the school halls to help the school fund, which is used to defray the expenses in the support of the school. These exhibitions have this good effect—they teach the children that they, too, must help to carry the burden of the Catholic school. But it can be easily understood that, unless the character of these exhibitions be prudently regulated, they can result in the loss of much precious school time to the pupils of a school who take part in their exercises. These exercises generally consist in music, physical culture drills and literary numbers. If these exercises are selected with a view to their educational quality, then the exhibitions can be made an education in themselves for the pupils concerned in them.

The Catholic School Journal

It is never necessary, in conducting these exhibitions, much less profitable, to descend to the trite and commonplace to amuse or entertain our people through the public endeavor of their children. The end and aim of the exhibitions should not be to make the people laugh. The exhibitions should be what the name means—a public display of the kind of work done every day in the class rooms for the children's advancement. The music, therefore, should always be artistic and executed in a musical manner. The sentiment of the songs and choruses used should not be extravagant, nor rag-time, nor morbid—such as that which forms the theme of the average so-called "popular song" of the day, but always within the range of the school life of the singers.

The literary selections should be choice and classic and appropriate. It consumes much valuable time to train a pupil to recite well before an audience. Therefore, the recitation should be worth the while memorizing and worth remembering, otherwise the time so spent is lost to the pupil. The distinct and full enunciation of each word in the recitation should receive the first care in this literary training.

When a play is performed at these exhibitions, it ought to be done intelligently. By this it is meant that the young performers understand it themselves and that they make the people understand it. It ought to be short. It ought to point a strong, healthy moral worked out by wholesome incidents and scenes in correct English. If the play is in costume, then the costumes used ought to be clean and appropriate, and they ought to fit. By their use, the players should be made up to be characters, not caricatures.

Exhibitions arranged according to these suggestions will surely have an educative force in themselves, both during preparations for them and in their performance.

—Report of Rev. Superintendents, New York City.

BETTER AND CHEAPER SCHOOL BOOKS.

Ole Bull, the great violinist, achieved no greater fame than did Stradivarius, the maker of violins. The man who can run a locomotive and the woman who can manipulate the keys of a typewriter or run a sewing machine command a certain respect, but surely no greater than that which is accorded to the builder of locomotives or typewriters, or to the inventor of the sewing machine. The maker of a good school book is a factor in the scheme of education no less important than the user of a good book.

No field of human achievement, not even the application of science and invention to modern industry, shows greater improvement than is seen in the school books of today as compared with those that were in use a hundred years ago, or even fifty years ago. For an extended and highly interesting discussion of the crudities of the old text books the reader is referred to an illustrated article by Mr. A. E. Winship in the Journal of Education of June 24, 1909. A few suggestive quotations from the article follow:

Horrors of the Old Arithmetic and Geography.

"In arithmetic, up to within seventy years, the problems were such as would not be tolerated today. Here are some taken at random from some old arithmetics, mostly in my own library, many of them in general use as late as the forties:

Examples on lotteries are common.

If 9 cats have killed 18 birds, how many has each killed?

If a cat divides 4 birds between 2 kittens, how many will each kitten have?

There are very many problems of cats killing birds!

It is an exceptional page that does not have problems on beer, ale, wine, rum, gin, or brandy. Every child had to learn the table of "wine measure," also of "ale and beer measure." No other commodity was in such universal use in arithmetics as intoxicating liquors.

But the worst feature of the arithmetics was the love of bloody incidents. There was a gruesome fondness for ghastliness with the school book makers.

The geographies vied with the arithmetics in repelliveness. Indian massacres are common. Selling female slaves is an attractive picture to authors. Slave catching in Africa is another delectable experience. Of course bull fights are a necessity. Persecutions of early Christians with burnings at the stake are in order.

Not only were the geographies until within sixty years filled with silly things to learn and horrible pictures to see, but the language was ridiculously grandiloquent, as, for instance: "Everything in the universe is systematical, all is combination, affinity, and connection. The beauty of the world is founded in the harmonious diversity of the beings that compose it; in the number, the extent, and the quality of their effects, and in the sum of happiness which it is capable of affording."

Among the gruesome pictures found in the old geographies were: A wolf killing an antelope, a big snake killing a horse and a man, a widow about to be burned on the funeral pyre of her late husband, a man being prepared for sacrifice in a heathen country, and, near by, a pile of human skulls of former victims.

A glance at any old text books of a former generation will convince any one that wonderful improvements have been brought about in this field of educational service.

The general quality of the teaching in our schools has also improved in two generations, and the price paid for it has greatly increased; but the price of text books has decreased. They are cheaper today than they ever were before.

The total cost of school books for the whole United States is not quite \$12,000,000, or about 15 cents a year for each inhabitant. Seventy-five cents a year per pupil enrolled in the public and private elementary and high schools will more than cover on the average the cost of the text books. The cost of the books used is less than three per cent of the total cost of the schools.

Notwithstanding all this, a great part of the public have been deceived into the belief that school book publishers are extortioners, if not robbers. Rash and untruthful statements in sensational newspapers and by demagogic politicians have created a wrong impression in the minds of many people. Professional grafters have come to look upon school book publishers as legitimate prey. An irruption may usually be expected in the yellow journals when legislatures are in session. Last winter the Chicago Journal printed day after day the most absurd falsehoods in regard to school books and the different prices charged in different parts of the country—a variation which the investigation conducted by the Chicago school board showed to be due simply to varying systems and conditions of distribution. But the agitation caused by the Journal's cry of "stop thief" resulted in legislation of the most grotesque sort ever enacted in any state. The Illinois text book law enacted last winter, and known as the Etteleton law, is so inexpressibly bad that thus far no effort has been made to enforce it. Under this law, if enforced, one publishing house would be obliged to pay cash fees of \$15,000 and put up bonds in the amount of \$8,600,000 for the mere right to offer their books for sale, whereas the total annual sales of text books in that state amount to only seven per cent of this sum.

Freak legislation like that enacted in Illinois is liable to be introduced in the legislature of any state, and under the excitement engendered by the demagogic utterances of small politicians and a sensational press any legislature may be stampeded. Teachers should be informed as to the facts pertaining to the cost of text books as an item of expense in public education.

The popular belief that the cost of school books is excessive and enormous has no facts upon which to rest. The necessary school books are low in price; the amount expended for books in the United States is small when compared with the number of pupils supplied; and the per capita expense is a very small figure.

—The Western Teacher.

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CATHOLIC SCHOOL JOURNAL CO.,
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Christian Doctrine and Religious Instruction

TEACHING CATECHISM BY ILLUSTRATION.

By Rev. Patrick J. Sloane (Syracuse, N. Y.)

Writers, speakers and teachers, in fact all who attempt to reveal their thoughts to others, find illustration most useful. Books on rhetoric and oratory give special emphasis to this subject, so also should works on teaching. The teacher's aim is to elucidate Christian doctrine and to make the abstract truths thereof appear before the untrained youthful mind in forms so familiar, so simple and natural, that they will be recognized as true, appreciated, revered and obeyed. To effect this, the use of apt illustration is most helpful.

1. The use of illustration secures attention. The discussion of abstract truth soon wearies the mind and causes the interest to flag; but no sooner is an illustration of this truth, a figure of speech, an anecdote or story begun, than at once the listener is intent to hear its every word. Christ repeatedly used this method of teaching. When the multitude lost interest in His words and grew restless, He addressed them as follows: "Behold the lilies of the field. They toil not, neither do they spin." At once the multitude attended, eagerly anxious to know what lesson would be drawn from this comparison. The teacher could not do better than to follow Christ in this as in all else. Illustrations, however, should be prepared before entering the classroom, and ready to be used at the proper moment.

2. Illustrations impress the memory. Join a great truth to some visible object, or to some story that fascinates, and this truth will remain in the mind unforget-ten as long as the subject or story is remembered. The parables found in the Holy Scriptures, the stories of the Old Testament as also those of Christ in the New, and even the legends which have come down to us from early Christian ages, all illustrate great truths of God, and these stories along with these truths shall continue to abide as living pictures in the Catholic mind even until time is no more. The illustration serves to fasten the truth securely to the memory.

3. Apt illustration makes the truth clearer. A well chosen illustration lights up the truth and enables the pupil to perceive and understand its reality. It places before the mental gaze something that is well known, and by comparison reveals for consideration the likeness of that which is less known. By this method the pupil discovers that he already knows many things about this new truth, and he is thereby encouraged and disposed to hear and understand further needed instruction. How often did Christ use in comparison the phrase, "The kingdom of heaven is like." Comparing the likeness to one object known to another unknown is a marvelous help to the study of the unseen, the invisible, and the abstract.

4. Apt illustration enforces an argument. A genuine parallelism so helps to make a truth evident that it sometimes seems to possess in itself the force of a real argument. Let the teacher establish an apparent analogy between a divine truth and some everyday occurrence, and the class will instinctively understand and accept the teacher's statement of the spiritual principle as correct. Moreover, the similarities revealed by comparison make more evident the existing differences.

A CLASS TALK ON THE CRUCIFIX.

Ever since our Lord and Saviour died on the cross the image of the Crucified Christ has been an object of great reverence, especially among Catholics. In our churches, next to the Blessed Sacrament, the blessed crucifix holds the highest place of honor. The crucifix must, by positive law of the Church, be on or over the altar during the celebration of the Holy Mass, to show us that that sacred rite is the unbloody renewal of Calvary's bloody sacrifice.

The statues and paintings of the Blessed Virgin, of the angels and saints are properly honored, but in relation to the crucifix they hold a secondary place. In every truly Catholic home the crucifix is esteemed and loved. Sculptors, carvers, and painters in all ages and countries have gladly given of their talent and labor to express in marble, stone, bronze, ivory or on canvas their ideal of Christ crucified.

The crucifix is at once both a book and preacher, speaking silently but eloquently of God's infinite love and mercy; gently pleading with outstretched hands for the return of the erring ones, giving hope and comfort to the weary and sick of heart and brain; and to the poor, to the oppressed, to the outcast, to all the children of men, consolation, peace and joy.

Addressing his crucifix the saintly Cardinal Newman thus prays: "Better for me that Thou shouldst come thus abject and dishonorable, than hadst Thou taken on Thee a body as fair as Adam's when he came out of Thy hand. Thy glory sullied, Thy beauty marred, those five wounds welling out blood, those temples torn and raw, that broken heart, crushed and livid frame, they teach me more than wert Thou Solomon 'in the diadem wherewith his mother crowned him in the day of his heart's joy.' The gentle and tender expression of that countenance is no new beauty form, of attributes which have been from everlasting. form, of attributes which have been from everlasting. Thou canst not change, O Jesus; and as Thou are still mystery, so wast Thou always love. I cannot comprehend Thee more than I did before I saw Thee on the cross; but I have gained my lesson. As I adore Thee, O Lover of Souls, in Thy humiliation, so will I admire Thee and embrace Thee in Thy infinite and everlasting power."

As the crucifix is a preacher and a book from which we all may learn, so, too, is it a source of inspiration. With the crucifix before our bodily eyes or mental vision we can effect great things and accomplish great results. When the great St. Bonaventure was teaching theology in Paris and attracting general esteem and admiration by his works, St. Thomas Aquinas went one day to see him, and requested him to show him what books he used for his studies. Then St. Bonaventure, conducting him to his little chamber, showed him some very common books that were one his table. But St. Thomas gave him to understand that he desired to see the other books from which he derived so many marvellous things. The saint then showed him a small oratory, with nothing in it but a crucifix. "There, Father," he said, "is all my other books; this is the principal one from which I draw all I teach and all I write. Yes, it is by throwing myself at the foot of that crucifix and begging Him whose image it bears the enlightenment of my doubts, and assisting at Mass, that I have made more progress in the sciences and have gained more true light than I would have done by the reading of any books whatsoever."

A SCHOOL SERMON ON THE EXISTENCE OF GOD. (To be read to the Class by the Teacher.)

By Rev. A. Urban (Wisconsin).

Dear Children:—You attend school to be instructed in all that is good and useful. Now, the most important instruction is the instruction about God, for its treats of the Supreme Being, His perfections and revelations and teaches us how we should live piously and well upon earth, that we may one day enjoy the bliss of heaven with God. If you desire to attain to this great happiness, you ought to pay great attention during religious instruction, take to heart the good lessons you receive there, preserve them all your life, and let them bear fruit a thousand fold. We shall begin the religious instruction with the doctrine of the existence of God.

The Catholic School Journal

When any one builds a new house, his first care is directed towards placing that house upon solid ground, which we call the foundation. The firmer the ground or the foundation is, so much the more firm will the house be that is built upon it. He who neglects to build his house upon firm ground will soon find that his house falls down again.

Our holy religious teaching is built upon a foundation, and that is the belief in the existence of God. By faith in the existence of God is understood that we firmly and undoubtably believe that there is one God, an invisible, most perfect and Supreme Being.

Without this belief in the existence of God, the whole structure of our religious teaching must fall to pieces, for whosoever does not believe in the existence of God will not believe in God's revelations. A man who does not believe in the existence of God will not fear God; neither will he keep His commandments, but will sin without fear. You see, then, that in reality our entire religious teaching rests upon the belief in the existence of God.

In order to found this belief firmly within you, I will bring before you the proofs of the existence of God. There are six principal ones, namely:

1. The creation of the world.
2. The preservation of the world.
3. The order of created things above and below.
4. The voice of conscience.
5. Revelation.
6. The circumstance that all the peoples of the earth believe in a Supreme Being.

The first proof, then, is the creation of the world. Children, you all like to be in the open air, you rejoice in the beautiful flowers, and in the song of the birds. You enjoy playing in the green fields and meadows; in summer time you like to sit under the shade of trees, and you like to look for wild berries. Many of you have been out in the open nights, and seen the gentle moon and the stars shining. Dear children, it is not sufficient to look at created things in a superficial manner, and to think: this is a flower, that is a bird, that is a tree, there the moon and the stars. But we must reflect whence or from whom they all came. Now, it could never occur to a reasonable man that all these things existed of themselves. For instance, no house could rise up of itself. Masons, carpenters, joiners, blacksmiths, plasterers have to be actively employed. If then not even a house, however small it might be, could not erect itself, how is it possible that the great wide world and everything that it contains could exist of itself?

Now, if it is an assured fact that nothing can exist of itself, we might ask: Was everything that exists created by man?

We will take five, ten, twenty, fifty or a hundred workmen, and let them singly and altogether make a flower, a blade of grass, a fly, or even a grain of sand. What would they accomplish? Nothing. Instead of a hundred workmen, let us take a thousand, or all the artisans of the whole world; we will give them everything that they require; would they be able to produce the tiniest of creatures? Certainly not. Now, if the visible creation, that is to say, created things, do not exist of themselves, and all men of the entire earth are unable to create anything, there must be a Being who produced the visible creation. Behold, children, this Supreme Being, the Creator of all things, is God.

The second proof of the existence of God is: The preservation of the world. Whatever has been placed there, or will be placed there by man, is only for a short time. Things even which appeared to have been made for centuries, have perished. But what God has created will last as long as it seems good to Him. Although the beauties of nature pass away every year, still this perishableness is only temporary; for after a few months nature awakens again from the frozen sleep of winter to new glory and beauty.

The third proof of the existence of God we will also take from the visible natural creation. By attentively observing the works of God, we shall see that one creature is always subordinate to another. Man is above the animals, animals above plants, plants above stones, living creatures above inanimate ones, and the more perfect above the less perfect. We have every right to conclude from this that a creator must be above all creatures, that above all imperfect, defective, earthly beings, there must be a supreme perfect Being, namely, God.

The fourth proof consists in the voice of conscience. If, for instance, some one wants to do wrong, he hears an interior voice which warns him not to do so. If he does

not listen to the warning and sins, then the interior voice reprimands him bitterly; he feels within him an indescribable fear and perturbation; he is afraid without knowing of whom, and peace and quiet have vanished from his heart. But when any one has done good, he feels an interior contentment within his heart, a delight and a happiness which it is impossible to describe.

Behold, children, this inward voice which praises or blames us is conscience. There must, therefore, be a Supreme Being who has placed this voice within us, and this Supreme Being is God.

The fifth proof of the existence of God is revelation. God has revealed Himself to men; that is to say, He has made Himself known to them. God said to our first parents in Paradise: "Eat not the fruit of the forbidden tree. If you eat therefrom, you shall die." When, notwithstanding this, they sinned, God made known to them His displeasure, and ordained for each one the punishment deserved. Later God revealed Himself to Cain. "Why art thou so angry, and why is thy countenance fallen? Behold, if thou doest good, thou art as dear to Me as thy brother Abel."

Furthermore, God revealed Himself to Noah: "Make thee an ark, for I will bring the waters of a great flood upon the earth to destroy all flesh." To Abraham God revealed Himself several times: "Walk with Me," said God to him, "and be perfect." When Abraham was about to sacrifice his only son, Isaac, to God, God said to him: "I will bless thee, and thou shalt be filled with blessings. And all the people of the earth shall be blessed in thee."

God revealed Himself to the Israelites in the law through Moses, to whom He gave the Ten Commandments upon Mount Sinai.

In the new law God revealed Himself of men by His Son Jesus Christ.

But if God has revealed Himself to men, there must then be a God, for only a being who is really present can reveal Himself.

The sixth proof of the existence of God is this, that all the peoples of the whole world believe in the existence of a Supreme Being. The savages call Him Manitou (the Great Spirit), the Mohammedans call Him Allah, the Jews call him Elohim, Adonai, Jehovah, but we Christians call Him God. The ancient Greeks and Romans even believed in numerous gods, because they had the idea that the operations of the Supreme Being were so infinite that one God was not sufficient for them.

There are people to this day who look upon the sun and the fire as gods and worship these elements, so profoundly is the belief in the existence of a Supreme Being founded amongst all the peoples of the earth. Even if the idea of a Supreme Being is different with many people, obscure and confused, still this fact is a proof to us that there must be a Supreme Being, there must be a God. For this reason the Apostles' Creed (which contains, briefly, everything that a Christian ought to believe), begins with the words: "I believe in God," that is to say: I believe that there is a Supreme Being.

I have, then, by incontestable proofs proved to you the existence of God.

Notwithstanding this, and although the visible world alone is sufficient proof to this belief, there are still men who are so blinded as to deny the existence of God. They are called atheists. It is hardly credible that a man could go so far. Holy Writ calls these men fools, when it says: "The fool only says in his heart: There is no God."

I would willingly have kept silent on this subject, but it is possible that later in life you may meet persons of this kind. I consider it my duty to draw your attention to this, and to warn you against associating with them. Believe them not, and accept none of their maxims! Be the more faithful and firm in your belief in the existence of God. This faith will encourage you to learn to know God better, the knowledge of God will lead you to love God, the love of God to be obedient to Him, as well as to fear Him. The fear of God will preserve you from every sin, and be an incentive to virtue and piety. Thus your belief in the existence of God will become the basis and foundation of your eternal salvation.—Teachers' Handbook of Catechism, Joseph Wagner, New York.

The proposition of laying silent pavements in the streets around school houses is being considered by the London authorities.

Japan prohibits children entering school until they are more than six years old.


Geography and History.

SWITZERLAND AND ITS PEOPLE

Charles L. Spain, Detroit, Mich.

THE LAND

Although Switzerland is in extent no larger than one-third of the state of Pennsylvania, it is nevertheless one of the most interesting countries in all the world. Through the larger part of its area it is rugged and mountainous. The Tura mountains are on its northwest frontier and the southern part is occupied by the Alps. Between these mountainous areas is a plateau extending northeast and southwest. This plateau varies in height from one thousand to two thousand feet and its area is about one-third that of the entire country. The length of Switzerland east and west is about two hundred miles and its greatest extent north and south is one hundred fifty-six miles.

The Alps are the source of four of the great rivers of Europe. About three-fourths of the area of Switzerland is drained by the Rhine river which flows into the North Sea. Through the Rhone, Po and Danube rivers the waters of the Alpine regions find their way into the Mediterranean and Black seas.

Switzerland is said to have six different belts of climate depending upon the height to which we go. The character of the vegetation at each stage as we ascend is in a measure an index of the climate. At the base of the mountains are found chestnut and walnut trees. Higher up are maple, beech and other trees which are usually found in the cooler regions of the temperate zones. Still higher are evergreens. If we ascend above seven thousand feet there are few trees save pines, but spread out on every side are meadows, beautiful with flowers of every hue. Among the most prized are the Alpine rose and the Edelweiss. At about nine thousand feet above the sea we reach the snow level.

INDUSTRIAL LIFE

The soil of this country does not yield an abundant return to its people. Only about one acre out of every nine is suitable for agriculture, but in spite of this agriculture is carried on extensively in the lower lands and in the fertile valleys of the uplands.

Switzerland has a very large population for its area and much of its food must be imported from other countries. It is also very much lacking in minerals, in coal and in the various raw materials necessary for manufacturing. The people, however, are generally speaking, skilled workmen. They do not produce large quantities of cheap articles but instead make limited quantities of watches, clocks, music boxes and other articles which can only be produced by skilled labor and always command a good price in the market. In lieu of coal they draw their power from the swift flowing mountain streams. The country is surrounded on all sides by densely populated communities which supply raw material for manufacturing and a market for the sale of the finished products.

In the western part of the country watch-making is the chief industry, while in the eastern part silk and cotton weaving are more important. Zurich on Lake Zur-

ich, is the largest city and railroad center in Switzerland. It is situated on the main line of the St. Gotthard railway leading from Italy and is one of the principal manufacturing cities. In the silk and cotton mills of Zurich hundreds of hands are employed and on every side in the country districts the hand-loom is still to be seen and heard.

Higher up, in the Zurich Oberland, the inhabitants are chiefly engaged in producing milk and its products. The broad valleys of these uplands are ideal for cattle raising and cheese-making. Far up in the mountains pasture is shared by the people in common. Each man also has his own patch of ground. His crops of hay are usually good, but his crops of grain are often quite poor. On his small tract of land he raises potatoes sufficient for his family and his hogs. He also raises hemp and flax and during the long winter nights these are spun into linen and cloth for household use. Very often the man of the house wears a rough suit of homespun from the wool of his own sheep. Much of the work about the home must be done by the women as the father is frequently away from home acting as porter or guide for parties of mountain climbers.

In May of each year, as soon as the snow disappears, the cattle start for the pastures below. They move from place to place constantly going higher as the snow recedes until they reach the highest pastures in July. The day on which the cattle start for the pastures is a day of great moment in an Alpine village. It is a time of great rejoicing and celebration. The people of the village with music and song accompany the departing herds for a short distance on their way. On these occasions the villagers sing their native songs—the old folk songs. As they march along the mountain paths "yo deling," the choruses of these old songs the notes are caught up and re-echoed by the husbandmen in the fields far and wide.

Not all of the men of the village accompany the herds—only those who are most experienced in this work. The mountain sides near the pasture lands are dotted with the rough log chalets of the cowherds. The roof of each cottage is laden with stones to protect it from the winds. Inside there is little to add comfort to the cowherd's life—nothing but a chair, a table, a bed of hay, a cauldron to heat the milk and utensils for use in making cheese. The sheep and goats are not pastured with the cows, but on the more precipitous and spare lands. The season on the highland pastures lasts no longer than seven or eight weeks. The herds are then brought down to the middle pastures for about three weeks and then return to the home valleys arriving in October.

The canton of St. Gall is the center of the cotton and embroidery industries. Some embroidery is made by machinery, but much is still made by hand. At times the fields about St. Gall are almost white with the webs spread out to bleach.

Brienz, Meiringen and some of the mountain villages are noted for their wood carving. The mountain people are very adept at this work and make all kinds of toys, knives, forks, tables, chairs and a great variety of articles.

Geneva is noted for its watches, clocks and music boxes. In this vicinity many workmen do their work in their own homes. Here there is a well defined division of labor. Each man makes his own particular part of the finished product. Those who make the simple and crude parts receive lower wages than those who make the finer parts and assemble the finished product.

In the Bernese Oberland farming affords such a precarious living that the people engage in watch-making as a by-industry and reap a fair revenue from this source. There are many long hours, especially in winter, which are devoted to this industry. In many parts of Switzerland the people follow some such by-industry as making music boxes and watches or carving in wood.

In Valais large quantities of grapes are produced

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which are used for wine. In the spring the people come down from the mountain villages bringing their families. They dwell in the valleys until the beginning of summer when the vineyards are in condition to be left. The mountain people then return to their homes but come down to the valley again in the fall to harvest the grape crop. The vines are irrigated in spring by wooden troughs which bring down water and sediment from the melting glaciers. The building of these troughs is often a difficult and dangerous task and frequently during the spring the troughs are destroyed by avalanches and must be repaired.

In spite of the grandeur of Swiss scenery and the inspiring environment in which the peasant works, his life is one of constant struggle and toil. Nature yields but grudgingly to his strongest efforts. The Swiss people as a whole are very industrious. Almost every one works at something. There is practically no idle class in this country. For this reason Switzerland which in natural resources is one of the poorest countries of Europe, in material prosperity stands among the first. There is general prosperity. No wide gulf exists between rich and poor. The rich are not many of them millionaires and the poor are rarely paupers. There is plenty of work and fair pay for all who wish to work and the workmen are much better organized than in our country.

Some one has said that the "Swiss are a nation of hosts" and this is in a measure true. The natural beauties of the country are a veritable magnet which draws to this land the leisure class and the travellers of Europe and America. The Swiss have not been slow to provide for the comfort and pleasure of this great body of visitors which has been estimated at about five hundred thousand a year. The Swiss reap a great revenue from lodging and feeding this great army of itinerants and today even in the most remote places and amid the snows of the highlands one can always find rest, comfort and a wholesome meal. In the mountain resorts provision is made for the sports of the visitors. In the winter time the resorters busy themselves with tobogganing and bob-sledding on the steep inclines and skating and hand-sailing on the ice.

The Swiss peasant who dwells in the valleys of the uplands not only leads a life of struggle and toil but is in constant danger from avalanche and flood. In days gone by countless villages have been wiped out of existence by such catastrophes. Sometimes it is the "dust avalanche," formed from light surface snow, which once set in motion increases in velocity as it falls until when it reaches the valley it carries everything irresistably before it. In the spring months when the sun grows warmer the peasants begin to look for the coming of the avalanches. They thus take precautions to avoid danger. In some regions the coming of the avalanches is as regular as the April showers in our land and the people of the uplands hail them with delight as their coming means that the upland valleys will soon be open for pasturage.

Great precautions are taken to prevent disasters from avalanches but in spite of this there are many victims each year. There are some classes of persons who like our sailors on the Great Lakes, must venture out before the conditions are safe. Laborers, drivers of mules and others who enter the mountain passes before the avalanches have fallen, always run a great risk. Like the Hollanders who protect their land from the sea by means of dykes, the Swiss highlanders erect great walls and barriers on the exposed sides of their villages to stay the advance of the avalanche.

One of the most interesting of the physical features of Switzerland is the glacier. In its formation the glacier is not unlike the icicle which forms on the eaves of the house. The snow of the lofty peaks partially melts and the icy fluid flows down the mountain side and again freezes as the freezing point changes from time to time. This mass of ice moves slowly down the slope

sometimes progressing as far as three hundred feet in one year. Most glaciers cease at a height of about five thousand feet above sea level. In Switzerland cultivation goes on much higher up than this level and in consequence we may often see these broad sheets of ice flanked on either side by vineyards and orchards laden with ripening fruit. Often one may stand on the icy surface of a glacier and pluck beautiful Alpine flowers which grow in profusion in the adjoining meadows.

Nature Study

By Prof. Fred L. Charles, University of Illinois

THE ROBIN

As man has encroached on nature's domain the creatures of the wild have been forced to do one of three things: to leave for remoter regions, to modify their mode of life and adapt themselves to man-made conditions, or to pay the penalty of death and ultimate extermination. Among our native American birds we can readily find species to illustrate each of these three possibilities. The great auk, the passenger pigeon and the Carolina paroquet have succumbed; the wood duck, the woodcock and the egret are on the road to extinction, and prompt action by an aroused citizenship is necessary if these creatures are to be saved. Many shy species have retreated with man's approach and the increasing density of population.

Of the birds that have accepted the situation and adjusted themselves to more or less intimate association with human kind, the robin is a striking example. In the orchard tree, on the window ledge, beneath the eaves, under the bridge, in the maple tree by the side door, or on the porch post, the robin builds her nest and is soon at home. Note that I say her nest, for Cock Robin is not averse to letting his mate bear the greater portion of all the family burdens, as many close observers will testify. It should be stated, however, that among robin individuals differ as truly as among the rest of us.

To be sure, we may find this species nesting at a distance from human habitation, but no bird is more familiar in the dooryard and none receives more cordial greeting upon its return from winter quarters. Returning from its southerly retreat it reaches northern Illinois during the first week of March. A few individuals may remain over winter, but this is not at all typical and may be explained in various ways. Generally speaking, it seems probable that all robins move south in the fall, but the individuals nesting farthest north may move only so far south as the summer haunt of the more southerly individuals. Thus a certain locality might have robins the year round—but not the same robins.

Teachers generally, as well as most other folks, seem not yet to have learned that the bird acquaintance for whose return they watch so eagerly every spring is not the true Robin Redbreast at all. The genuine Redbreast is a familiar "doorstep bird" in England, singing, says Chapman, "throughout the greater part of the year, and it is evident that one should hear its song during the comparatively silent winter season if one would understand the place it holds in English literature and in the hearts of the English people."

Art thou the bird whom man loves best,

The pious bird with the scarlet breast,

Our little English Robin?

sings Wordsworth, and it is little wonder that this name



"On the Window Ledge"

so common in nursery tales and folk-lore has been transferred to the daughter country, even if it were necessary to apply it to a different bird. Our American robin is a thrush, an ally—as is the bluebird—of the hermit thrush, wood thrush, veery and other thrushes which are commonly recognized by the spotted breast which they wear throughout life, while the robin shows the spotted breast only when young. On the other hand the terms "Brown Thrush" and "Golden-crowned Thrush" are misnomers due to the false inference from the spotted breast and brown back (thrush characters) of the brown thrasher and the ovenbird, respectively. The former is related to the catbird and mocking bird, while the latter is a warbler with terrestrial habits.

Both pedagogical and economic considerations emphasize the principle that in nature-study our chief concern is with those points of contact—contact of the child with the material of his environment—which are most real and significant in complete living. In the case of the robin, whose spring return is awaited by everyone—even the newspaper reporters vying with one another for an ornithological "scoop" on the innocent bird—it is quite legitimate to give fuller treatment to the general topics of migration, nesting, and the like, as illustrated by this species, than would ordinarily be given in bird studies which come later in the year. Close study of bird habits is always interesting and worth while. Endeavor to distinguish whether the robins arrive singly or in flocks; if in flocks, how long does this gregarious life endure? Why should it cease? Do the sexes migrate together, or does one arrive before the other? How do male and female differ in appearance—if they differ at all? Is your reply to this question merely supposition—tradition—or have you verified it by close observation of mated birds? When does nest building begin? How long after the birds return? Why this delay? Are the robins punctual—year after year—in their dates of migration and nest building? Leave records of

these dates for use next year by succeeding classes, as well as for your own purposes. What is the food of the robin in March? in April? in May? in June? Do the results of your study of the robin's food indicate that this species is useful or harmful to man's economic interests?

There are many values attached to the study of the robin's nesting habits. The subject is one of intrinsic interest to all children. One child is touched by the maternal instinct and the domestic provisions of the bird, while a grosser nature is prompted to destroy. In eith-



An Adobe Home.

In case, a reaction of the right sort may be gained by endeavoring to follow in detail the construction of the nest. The robin's adobe home—more artful than children's wonderful pies of mud—may be found in almost any locality where it is worth while for man to live, and the problem is not a difficult one. There should be in this investigation a large measure of the informality of enthusiasm, or perhaps I should say the enthusiasm of informality. Where does the robin get the mud for its nest? How far does it have to go? What does it do in dry weather? Does the nest "grow" faster in wet weather? What could we do to join forces with the robin? How would it do to put a basin of water and mud in a convenient place? What other means might we employ to persuade the birds to build in the home yard or about the school? What other materials are used in the construction of the nests? Which bird builds the nest? Do both "take a hand" in it? How is the size—inner diameter—of the nest determined to fit the bird's body? The shaping of the mud wall is a most absorbing operation, both for the feathered artisan and the fortunate onlooker, and may be watched at close range when a vine-clad window has been selected as the site of the home. One of my richest experiences, in several weeks of most intimate contact with robin households, was an hour's observation—through a slit in the window shade—of the female robin engaged in molding the adobe egg-basin so that it should fit her form perfectly during the month she and her offspring were to occupy it. All this at optimum reading distance from my eyes.

Egg laying, incubation, hatching of the young, the feeding of the helpless nestlings, their rapid growth,

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their venture into the great ruthless world in which almost everything is to be regarded an enemy—here is a family life whose sequences are most fascinating to any investigator, young or old. Perhaps the feature most significant is the possible record of the character and quantity of the food provided for the voracious young. Throughout the daylight period both parents are well-occupied in vain endeavor to fill the gaping, bottomless mouths which open at every approach. A mother bird whose mate had been killed, came 127 times with food in one day. In another instance, the number of pieces of food given to the young in one day (average of five full days' observation) was 356. The average number of pieces brought in one visit was 4. In wet weather a large portion of the food furnished the young is made up of earthworms, but in all cases a prominent item in the dietry is bruised caterpillar. Several species—many of them injurious, including cutworm pests—are commonly fed. For further information of this nature the reader is referred to the list of references below.

Shortly after the first brood of youngsters is safely (?) started in independent life, preparation is made for a second nest and another brood. Robin mortality is so great that with all this (theoretical) multiplication annually, the total number of individuals does not vary appreciably year after year. A little calculation of how numbers would increase if all the offspring lived to maturity, may startle you and will serve to indicate how great must be the loss. By banding your birds—as poultry are banded, a perfectly harmless operation—their fate after leaving the nest may frequently be determined. In following young birds which have just left the nest, for the purpose of recording their experiences, I have been impressed with the great number of dangers which confront them. A heavy downpour of rain, a passing team, a lawn mower, a human being (boy, man, or milliner's agent), or, probably most destructive of all, a cat—these are but a few of the many death agencies. Only the most alert and vigorous can survive to perpetuate their kind—a happy outcome of this relentless struggle to which nature subjects all her creatures. This struggle for existence and the Darwinian doctrine of natural selection and survival of the fittest

should not be omitted from the series of bird-study lessons.

Many phases have remained untouched in this brief paper, but a full treatment would demand far more space than is available here. I have endeavored to present certain significant topics for class study, and have refrained from dwelling upon the number of toes or the length of wing or of stride. I trust that the nature-study teacher will likewise refrain.



The robin nest may be found in almost any locality where it is worth while for man to live.

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At Feeding Time.

Studies of Noted Paintings

AN INTERESTING FAMILY—CARTER

A SUGGESTION

Nearly all children like to keep certain animals as pets. It has been said that probably the first animal domesticated by primitive man was made captive and trained for the sake of companionship, rather than for any utilitarian purpose. If this be true, the present manifestations of this trait are certainly seen in the longing of children for pets as companions, and the way they will care for and play with these little animal friends. With this interest goes a natural human instinct to control the actions of animals; but more important still to the children is the growth of sympathy first for one or two animals and then through them for animal life in general. This furnishes children a natural preparation for nature



An Interesting Family
(From the painting of S. J. Carter)

study, while marking the way by which the race has progressed from savagery up to our most altruistic civilization; for the care of dependent and weaker species has always been an effectual developer of the higher traits of character, and history bears convincing testimony to the fact that associated with it, poetry, the finer religious motives, and an enlargement of the sympathetic life, have reached their best and truest manifestations.

Rabbits are animals that children love to have as pets, so make an interesting subject for study. Our picture this month shows a family of them. The interesting habits of their life make a subject well worth talking about,—how they sit quietly nibbling their food, undisturbed by what is going on about them, their distrustful, suspecting look, and their innocent eyes which seem to wonder why anybody pays any attention to them.

POINTS TO BE OBSERVED

Observe that these rabbits are grouped on a hillside with thick foliage behind them and waving grasses grow-

ing to the right of them. Note the grouping of the rabbits close together in the foreground of the picture, and then the different attitudes and positions given them. No two are in the same attitude, each head has its own pose, each body and each pair of ears and paws. Such differences show the artist's dexterity and skill. A careful look reveals the most marked differences in the position of the paws of the rabbits, and the angles from which the bodies are viewed. Observe the bright eyes, the long ears, the short tail, divided lip and thick fur which these rabbits have. They have also very sharp claws. If we could open their mouths, with their peculiar divided upper lips, we would see their strange teeth which are always very sharp.

Behind the mother rabbit we see the little cave which we think must be the rabbits' home. Notice what a soft grassy spot they have for a playground in front of their home. There is one little rabbit who seems especially fond of its mother, cuddling up close to her and sitting up, as rabbits do, that it may be near her face. Another sits up very erectly with its paws drawn in close to its body, and two play together in the foreground. They all seem very happy and contented. Notice the little rabbit with its paw up to its face. How comical it looks! These roguish little fellows like to play on the soft grass and frisk about their mother who seems happy and proud in knowing that they are about her.

Note how carefully the trees and shrubs and the grass are painted, also the play of the lights and shadows both upon them and the rabbits, and the ground upon which the rabbits stand. Notice that there is not a trace of the presence of any human being in the whole picture.

QUESTIONS FOR STUDY

About what does the interest in this picture center?
Would you call this a landscape picture? If not, why not?

What is the purpose of the landscape here shown?
Is the landscape well chosen for its intended purpose?

Do we ever think of rabbits in any different setting?
How many members has this family?

Are these rabbits all standing in the same position?
Is it easier or more difficult to give each one a different position than it would be to make them all stand alike?

Where is the rabbits' home?
Why do you suppose the rabbits came to this spot?

What is the season of the year?
Do we ever think of rabbits in connection with any other season?

Do rabbits ever run over the snow in winter time?
How do their tracks look?

From what direction does the light come? Where is the brightest light?

Have you ever seen a rabbit?
Have you ever had a rabbit for a pet? If so what color was it?

What do you suppose is the color of these rabbits?

What is peculiar about the rabbit's upper lip?

What kind of ears has the rabbit? What kind of paws and claws?

Is its tail long or short?
What do rabbits feed upon?

How do they obtain and chew their food?

What is the expression in the rabbit's eyes?
What kind of a look do you see in their faces?

Do you think the artist painted these rabbits as he saw them or from imagination?

Do you think he has painted a picture pleasant to look at?

What kind of thoughts and feelings do you have when you look at this picture? Does the picture cause you to feel kindly toward this happy family of rabbits?

Do you think it would be cruel to harm one of these little animals?

(Continued on page 19)

Drawing and Construction Work

Edmund Ketchum, Framingham, Mass.

CONSTRUCTIVE DESIGNING

In constructing anything we start first with an idea. The idea is suggested by want, or necessity. For instance, it is necessary that people travel from one continent to another, and from this necessity has been evolved the modern ocean liner. It is a supreme example of constructive design. Time is precious, therefore great speed has been attained. Travelers demand the comforts of home and the result is the immense ocean hotel, with every modern convenience, rushing at express speed thru the waters day after day, not even diminishing in the dark hours of the night. While at sea men wish to know the current events and what the markets are doing, hence the wireless, and the daily newspaper on board. All this has been built around an idea. The idea of crossing the boundless waste of water in the shortest time and without the loss of everyday comforts.

It follows then, that in all constructive designing we start with the idea, and in our planning and making we must be practical. To be practical we consider the actual requirements of the problem. But is this enough? Are we satisfied with simply the practical result? You may ask a clerk to show you a lamp for your library table; if he exhibits one of glass with the ordinary chimney it may be practical for your wants, but will this satisfy your need? I think not. We require that the lamp be both practical and beautiful, and we select accordingly. The real beauty of the lamp need not be in any applied decoration, but in its structural design. It is this structural designing we are to take as our subject, with the children, for the month. Working out some very simple problems. Trying to develop the practical side first and with it beauty of form.

However, let the beauty of form be simple. There is hardly need to repeat here what Fra Lippo Lippi says of simple beauty, you know it too well. Read aloud, in the upper grades, Lowell's poem of "Beaver Brook," and bring to the minds of the pupils how everyday objects can, and should be, beautiful in form.

"The miller dreams not at what cost
The quivering millstones hum and whirl,
Nor how for every turn are tossed
Armfuls of diamond and of pearl."

But Summer cleared my happier eyes
With drops of some celestial juice
To see how Beauty underlies
Forevermore each form of use.

* * * *

In that new childhood of the Earth
Life of itself shall dance and play,
Fresh blood in Time's shrunk veins make mirth
And labor meet delight half-way."

PRIMARY GRADES

The first design is of a badge. It is an exceedingly simple thing to make a pattern of the badge, to let

the children trace around it and cut it out of colored paper. Yet we can do this in a better and a pleasanter way. Give out strips of arithmetic paper two inches wide and four inches long. Take one, fold on the long diameter and cut a badge of good proportion. Let the children see you do this. Now they may try. Collect a number, good and bad, tack to the board with paste so all may see, and with a few well chosen words and questions they will be able to tell you which are of good proportion. Use these cuttings as patterns, when all have good ones, trace around on colored kindergarten paper, cut out and paste on dark gray paper. All the badges may be worked out in this manner. It may be best to make the flags with definite measurements. If the flags are made of a thin paper and mounted on long splints the children will thoroly enjoy taking them home on a breezy day.

INTERMEDIATE GRADES

The paperknife is our problem in design for the fourth and fifth grades. For what purpose do we use paperknives? The usual answer is, to open letters and to cut the pages of a magazine. Very well, what are the essentials which such a knife should have? It will need a pointed end if we use it for letters, but this is not strictly necessary if we use it only for magazines. The handle should not give an uncomfortable feeling to our hand. The general character of a paperknife is similar to a stiletto, or dagger, and the hilt of such a knife gives a suggestion for decoration of the paperknife.

In cutting a design of folded arithmetic paper consider these requirements. Criticize along the line of practical use first and beauty afterwards. In the plate given a number of designs are represented, and an attempt has been made to keep the decoration cutting in the handle consistent with the outside edge of the handle. When a good pattern is made let the child trace around it on cover paper of pleasing tone, cut it out and mount on gray paper.

Several attempts are usually necessary for all to make good designs. In this same manner a bowl, with a line or two of color, may be designed of white paper and mounted on gray paper.

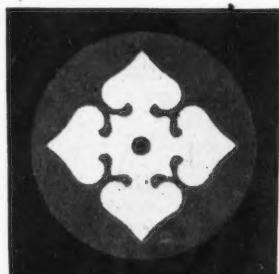
The Penwiper is thoroly planned in the plate and there is but little to add here. The design can be made of two tones of paper—a tint and shade of one color is good, then mount on gray paper. If desired the penwiper may be actually made of flannel.

GRAMMAR GRADES

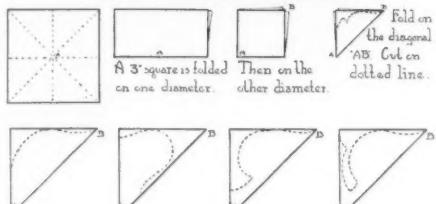
The plate on Designing Vase Forms gives complete directions for making the designs. Try for simple forms and good proportion. A good pattern may be traced on light cover paper of pleasing tone, and the glaze is simply water color paint the same color as the paper but much darker in tone. Use the brush full of color, to avoid the "fringe" effect of brush strokes. Mount on dark gray paper. If this work is carried out intelligently and with enthusiasm your pupils will have an entirely new idea of simplicity of form in vases.

In other grades the same idea of designing by paper cutting may be done with such subjects as candlesticks, andirons, street lamps for gas or electricity.

Another plan which is excellent for the eighth and ninth grades is to design a bookcase, or at least the front of a bookcase. The arrangement of shelves, the glass doors, the top and base, etc. In the same manner could be designed a chair, with attention given to the back, and general structure and lines. You may prefer to design a bureau, a dressing table, a tabourette, a kitchen cabinet or a library table.



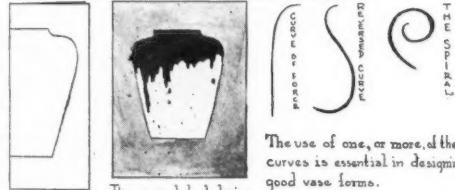
DESIGNING THE PENWIPER.



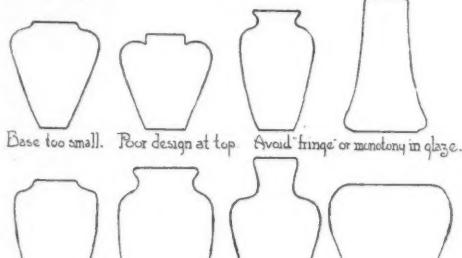
Encourage originality, simple designs, and strong centers.

Edmund Ketchum

DESIGNING VASE FORMS.



Cutting the pattern.



The forms should be simple and of good proportion.

In making a design of a vase the top and base should be horizontal.

Edmund Ketchum.

AN INTERESTING FAMILY—CARTER

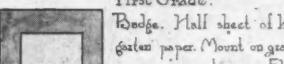
(Continued from page 17)

THE ARTIST

Very little is known or published of S. J. Carter, the artist who painted this picture. He is classed with contemporary English painters. He must be an artist, however, who is very fond of all kinds of wild animals and loves to observe and study them in the woods and fields. Because he loves them he likes to paint them showing how beautiful and innocent is their life in the great out-

Constructive Designing in the Primary Grades.

First Grade.

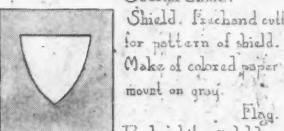


Japanese Flag.

Circle of standard red paper. Mount on white, paste to splint.



Second Grade.

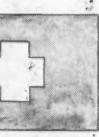


Flag.

Red, white and blue. Third Grade.



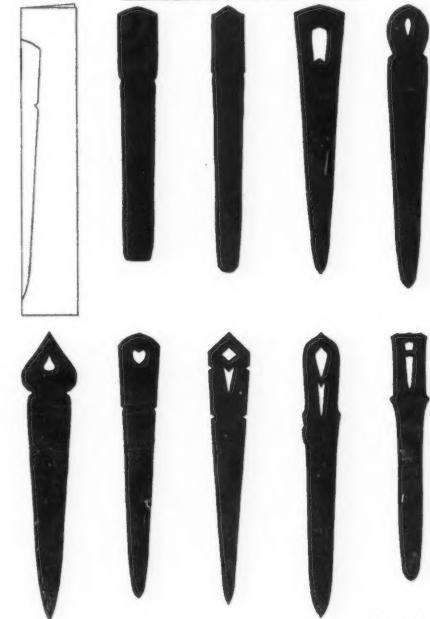
Shield. Tint and shade of one color. Mount on gray.



Swiss Flag. White cross on red kindergarten paper.

Edmund Ketchum.

DESIGNING THE PAPER KNIFE.



Edmund Ketchum.

doors where they gambol so playfully in perfect freedom and happiness. Other animal pictures painted by him are "Young Foxes" and "Little Freehold" (Squirrel Family). It would be wise for the teacher to obtain these for purposes of comparison with the picture given.

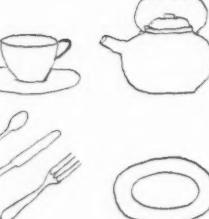
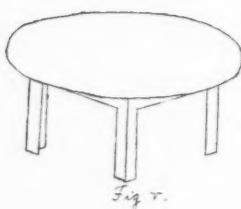
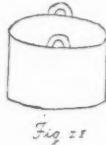
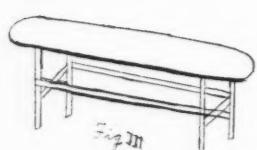
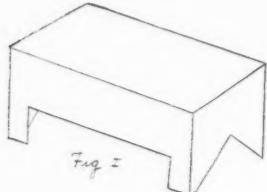
After the children have made a study of this picture, they might make outline drawings of rabbits, or silhouette drawings with ink and brush. The primary children might have some paper cutting exercises on the rabbit.

Cardboard Construction Work

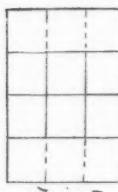
ILLUSTRATING THE DAYS OF THE WEEK

Wash Day. (Bench, Fig. I)

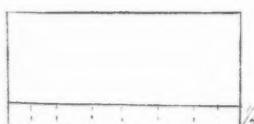
For bench use a 6-inch square of cover paper. Fold into 16 squares. Cut off a row of squares. Cut on dotted lines.



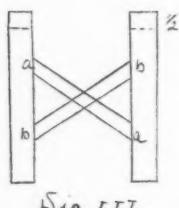
ted lines, as in Diagram 1. Fold to form an oblong box. Paste. Design as in Fig. I.



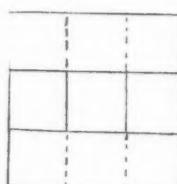
Dia. I



Dia. II



Dia. III.



Dia. IV

Tub. (Fig. II)

For tub use a piece of cover paper 1/2 inch by 5 1/2 inches. Fold as indicated by unbroken line in Diagram II. Paste edges together, so that one overlaps the other. Cut a disc to fit on the bottom of the tub and to this, paste the little flaps. Cut handles and paste on sides.

Ironing-board (Fig. III)

In making ironing board, we make the support first. For each side use 2 pieces of cover paper, each 3 inches by 1/4 inch. Fold as indicated by dotted lines in Diagram III. Paste two strips of paper as indicated by a and b in Diagram III. Cut 2 strips and paste so as to hold the two ends together. Cut board and paste on to the support by means of the half inch laps.

Iron

Model the iron from clay and also the iron stand, if desired.

VISITING DAY

Table (Fig. V)

Use an 8 inch square of cover paper. Trisect. Cut on dotted lines as in Diagram IV. Paste to form a square box. Design as in Fig. V. Cut disc the desired size and paste on top of table.

Dishes (Fig VI)

The dishes may be modeled from clay, as may also the knives, forks and spoon. Allow the children to model whatever they wish for setting the table.

Directions for the chairs have been given in a previous number of The School Century.

BRIEF OUTLINE FOR PICTURE STUDY

S. L. Smith, Chicago, Illinois

The following outline may be of value to those who are interested in the study of reproductions of noted paintings in the upper grades of school.

1. Source of picture making.

(a) Conception by the artist.

(b) Materials, furnished by nature and the artist's imagination.

2. Who was the artist. Name, countryman.

(a) What is the nature of his works, realism, idealism.

(b) What medium used in the original.

(c) How is the reproduction made.

(d) What are the characteristics of his work?

(e) What other works has he produced?

(f) At what time did he live?

3. Principles of Expression.

Proportion, simplicity, breadth, perspective contrast, atmosphere, lines, masses, variety, tone values, color harmonies, subordination, gradation, composition. What story does this picture tell? What locality is represented in the picture?

Write about the picture and the artist.

THE BRITISH GOVERNMENT PROGRAM

The English prime minister, Mr. Asquith, recently stated the plan of procedure adopted by the re-assembled British parliament. Exclusive attention to immediate financial needs was to occupy the intervening days until the Easter recess. After that intermission, parliament will concern itself with the introduction of resolutions for the curtailment of the power of the House of Lords. When these resolutions have passed the commons, the enactment of the Lloyd-George budget will be undertaken. The purpose of the resolutions will be to prevent definitely any possibility of future interference on the part of the lords with financial legislation, and to destroy the veto power of the lords over any general legislation which the commons unanimously determine. The resolutions will show that the government contemplates a substitution in the second chamber of a democratic for an hereditary basis. The House of Lords will subsequently pass upon these resolutions.

Plans and Types of Seat Work

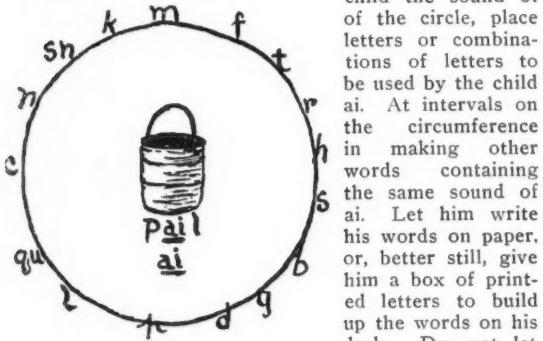
(The following exercises are from a new book, "Teaching Children to Study," by Olive M. Jones and two other principals of New York City schools. By courtesy of the publishers, the Macmillan Company of New York and Chicago, The School Journal presents these exercises to its readers.)

EXERCISE FOR FIRST GRADE

I.

Aim and Value.—It provides drill in the recognition of phonic elements, in the recognition of a word because it contains a known phonic element, and in recognition of words previously learned because they have certain phonic elements in common and the additional value that the picture gives to the sound.

Preparation and Method.—In the center of a circle draw or paste a picture of a pail to impress upon the child the sound of the circle, place letters or combinations of letters to be used by the child



him form only words ending in l, else the exercise becomes a drill in the phonogram ail.

Aim and Value.—It provides drill in changing from script to print and vice versa, and in the recognition of words previously taught.

Preparation and Method.—On a sheet of oak tag, the teacher writes and prints, in alternate columns the words required for the exercise. The words chosen should consist of words which have presented difficulties in spelling or reading. Each column of words should then be cut up so that each written form and each printed form of each word shall be on separate slips. Neither two different words nor two forms of the same word are to be on the same slip. The slips are placed in the envelopes. The child must select from his envelope all the printed and all the script copies of each word, and place them beside each other on his desk. When finished, his desk will look very much the same as the oak tag sheet before it was cut up.

EXERCISE FOR SECOND SCHOOL YEAR

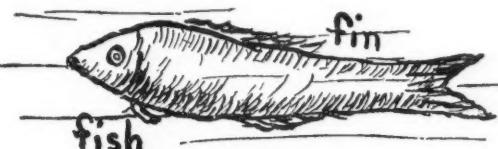
Aim and Value.—This exercise is one of the most valuable of all those suggested, and is capable of much imitation and amplification. It provides drill in sentence building, in reading, in the recognition of words having a common phonic element, and in building words from known phonic elements.

Preparation and Method.—Make a drawing of a fish on a large card of oak tag. The word fin is printed above the fins of the fish, and the word fish beneath the picture. The phonic elements to be drilled by this exercise are found in these two words. In columns, below

the picture of the fish, are printed several words having the same phonic element, thus:—

fish	fin	gold	him
wish	bin	told	swim
dish	win	hold	

The last two are added for review and because they are useful words for the sentence building to come later. On the same card are printed several sentences about the fish, taken directly from the class reader.



Lulu has a pretty fish.

It is a goldfish.

The fish has fins.

The fish can swim.

After several copies have been struck off on the hectograph, one card is kept intact as a model for the child to study and imitate. The others are cut up into separate slips, as follows:—

1. The drawing of the fish.
2. The words for the phonic drill, each word separate.
3. The sentences, each complete sentence being on a slip by itself. The teacher must be careful not to cut up the sentences into separate words.

The child arranges on his desk a facsimile of the card. To do this, he must say every word over to himself and must read every sentence.

EXERCISE FOR THIRD SCHOOL YEAR

Aim and Value.—The child receives training in sentence structure, in the formation of a paragraph, in the writing of descriptive composition.

Preparation and Method.—The teacher pastes a picture of a kite on a card, or makes a drawing of one. On another card the following questions are written:—

Of what is your kite made?

What shape is the kite?

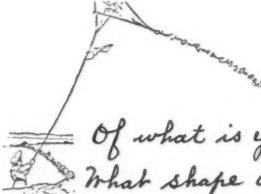
What colors are on the kite?

Is it a large or a small kite?

What do you put at the end?

Of what is the tail made?

On a large sheet of oak tag, the teacher writes every word that can be needed to answer these questions. When there have been made sufficient copies to fill as



Of what is your kite made?

What shape is the kite?

What colors are on the kite?

Is it a large or a small kite?

What do you put at the end?

Of what is the tail made?

many envelopes as there are boys to use the exercise, all are cut up so that each word is on a separate slip. When the child receives his envelope, he takes out his picture and examines it; he reads his questions and considers the answers in relation to the picture; he builds on his desk with the cut-up slips of words the answers to these questions.

When he has finished, he copies his sentences on pa-

per, arranging them in one paragraph, thus gaining the idea of a paragraph. To do this, he must first receive a suggestion or two from the teacher.

Probably the best feature of teaching children paragraph structure in this manner is that all danger of the dreadful "and" habit is entirely averted.

EXERCISE FOR FOURTH SCHOOL YEAR AND UPWARDS

Aim and Value.—This exercise teaches a child how to study a poem, to get at the poet's thought. Answering the questions requires careful sentence structure. Writing the whole teaches paragraph structure and paragraphing.

Preparation and Method.—The teacher cuts from a printed page two stanzas of Longfellow's "Children's Hour":—

I hear, in a chamber above me,
The patter of little feet,
The sound of a door that is opened,
And voices soft and sweet.

From my study, I see in the lamplight,
Descending the broad hall stair,
Grave Alice, and laughing Allegra,
And Edith with golden hair.

The clipping is pasted on a large card. Beneath it are written, arranged in paragraph form, the following questions:—

What is the first thing the poet says? Where does he hear something? What is the first thing he hears? Of what does he hear the patter? What is the second thing he hears? Why did the door sound? What third thing does he hear? What words tell about the voices?

From what place does the poet see something? What helps him to see it? What does he see? Who are the three girls? What are they doing?

What kind of a girl was Alice? What word describes Allegra? Are we told about Edith's appearance or character? What are we told about her?

The child is directed to read the stanzas, to read the questions through, to study the answers, to write the answers, to arrange his answers in paragraphs to correspond with the question paragraphs.

WHAT MAY BE DONE WITH KINDERGARTEN PAPER

Miss Signe Anderson, Duluth, Minn.

For a long time I have been wishing to have my little pupils make a doll's house with inside furnishings. We all know that doll's furniture can only be made by following directions and that if the school be a rural one with many grades, it is hard to find time to give them, unless the children can read. After some thought I followed this plan which I hope may be useful to some one else.

Our dining room was made in this way. Upon a piece of drawing paper, a green wall paper having some tiny sprays of flowers in it was pasted so as to form two walls and yet leaving space for a floor. On the floor was pasted light green paper. Next a window was cut out and over it strips of paper were pasted to represent panes. On the back of the window oiled paper was placed for glass, while on the front a strip of colored paper formed a curtain rod upon which was pasted a pair of curtains made from lace paper found in bon-bon boxes.

The children made pictures by cutting larger pictures to pieces. Around each they made a frame. They also cut narrow strips of paper by which to suspend them.

When this had been done, patterns of sunbonnet babies sweeping, were distributed. Upon these were pasted different kinds of colored paper to represent sunbonnet, apron, etc. Another pattern used was that of a sunbon-

net baby taking up the dust on a dust-pan. These two were added to our picture for we may call it that.

The pupils decided that our furniture should consist of a chair, rocker, table, clock, and a sideboard. These were made by freehand cutting. Last of all, rugs cut from an old catalogue were added to our floor to make it more cozy.

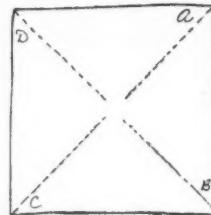
Since then we have made other rooms with great success. It is surprising to see all the pretty things that the little ones will make from the colored paper for the various rooms.

TO MAKE A DUTCH WINDMILL

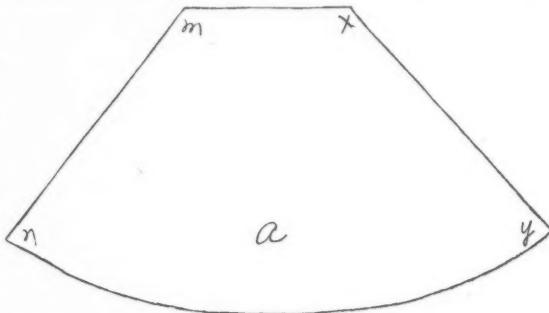
Maud M. Grant, Monroe, Mich.

Take a piece of heavy white drawing paper. Cut in the shape of the pattern A, and paste together the edges MN and XY.

Then take a two-inch square of blue paper, fold and



cut the diagonals nearly to the center as in the illustration. Then make a windmill or "pin-wheel," by



bending over the angles A, B, C, D, to the center and sticking a pin thru them. By means of this same pin, fasten the pin-wheel to the windmill tower and bend the pin to make it secure. Cut a door in the lower part of the tower and the windmill is complete.

BRITISH LORDS RENOUNCE THEIR HEREDITARY RIGHT

The British House of Lords, by a vote of 175 to 17, has renounced its right to legislate on the basis of hereditary privilege. After exercising this right for more than five centuries as an essential element in the character of the upper chamber, the lords have accepted the principle that possession of the peerage shall no longer carry with it a seat in the house of lords. This revolutionary change has come about at the instance of Lord Rosebery, who plans to save the house from the depreciation of the radicals by instituting an internal reform. With this in view he has submitted to the house a number of resolutions. One of these, already agreed to, is that the constitution needs reform. In a complementary resolution the right of descent was considered, and the lords have reluctantly and begrudgingly given up their ancient hereditary privilege. The vote was very small, as the full membership of the house is represented by 616 names. Of these numerous members, less than 200 felt disposed to vote.



Language and Reading.

STORIES FOR REPRODUCTION IN PRIMARY GRADES

Miss Elsie May Smith

A WISE CROW

Once there was a crow who was very thirsty. She looked for water in many different places for a long time. At last she found a pitcher with some water in it; but there was only a little in the bottom of the pitcher and it had a long neck so that she could not reach the water. First she tried to upset the pitcher but it was too heavy for her. Next she tried to peck a hole in it. But as the pitcher was very hard she could not make a hole in it. On the ground near the pitcher were some little stones. The crow looked at them and wondered if they could help her. Then she had a bright thought. She picked up the stones and dropped them one by one into the pitcher. As she did this the water rose higher and higher. Soon it was so high that she could reach it and so she got her drink.

THE RAIN

One day in April Alice sat in the window watching the rain as it fell pitter-patter down the window pane. She wished so much that she might go out-side and play with it for there seemed nothing that she could do in the house and the rain looked very pretty. Then she spoke to the raindrops and asked them if that was the way they played all day long. All they could answer was "Pitter-patter, pitter-patter." She thought it meant "We can play on this side but you must play on that."

WHAT THE RAIN CAN DO

"When the rain falls to the ground, I wonder what good it does," thought Charlie one day, so he asked his mother. His mother answered, "When you are thirsty, how good it seems to get a drink of water! It is just so with the flowers. The rain falls and they drink it and it takes away their thirst and makes them fresh and beautiful. Then the sun shines again. If it should rain all the time, the flowers would be drowned just as you would be if you were dropped in a lake. But if the sun was to shine all the time and the rain never came, there would be no flowers."

THE KING'S BIRD'S-NEST

A long time ago, King Charles of Spain besieged a French town. The weather was very disagreeable and his soldiers grew tired of the dampness and the mud that made their life in the tents, where they had to live, very hard. One day perched upon the king's tent they saw a swallow in her nest. She had made her nest of clay and horses' hair which she had easily found on the shrubbery where the horses had dropped it. When King Charles came out of his tent and saw the swallow he told his soldiers to leave her alone and not hurt her in any way. The soldiers were amused at the king's fancy but no one bothered the swallow. So without any harm or fear she sat on her nest and brooded over her eggs. At length, the king and his soldiers captured the town. When they broke up their camp, the king ordered his tent to be left standing that the swallow's nest might be undisturbed. So his tent stood there all alone until after the baby swallows were hatched out, and learned to fly, and so were able to take care of themselves.

THE BIRDS OF KILLINGWORTH

More than a hundred years ago, in Killingworth, a village in the colony of Connecticut, it happened that when Spring came to the town all the birds came with her. There were the robins, the bluebirds, the sparrows,

the crows, and many others. The farmers did not like the birds because they ate their grain and they wished that they could destroy the whole race of them. So a meeting was held in the town-hall to which the towns-people came, including the squire, parson, the school-master, the deacon, and many of the farmers. Things began to look very bad for the birds as they had hardly a friend in the whole meeting; but plenty of enemies who accused them of all the crimes they could think of. When they had finished what they had to say, the school-master, who felt that the birds had been greatly wronged, stood up to speak in their behalf. As he looked around on the crowds, he trembled; but he thought of Almira, one of his pupils whom he loved very much, and he decided to speak out strongly what was in him whether the others liked it or not. Then he praised the birds, speaking of their beautiful songs which are sweeter than any musical instruments that man has ever made, and their homes in the tree-tops, like "half-way houses on the road to heaven." Then he spoke of the pleasure of hearing their song early in the morning, and how it would be if all the woods and nests were empty of birds, also how the insects, locusts, and grasshoppers would spoil the harvests if it were not for the birds. But the others cared nothing for what the school-master said and they killed the birds and slaughtered them right and left. Almira heard about his speech and was glad. When the summer came all the birds were dead and the insects and caterpillars turned the land into a desert. Then the farmers repealed the law although they knew it would not bring the dead back to life. The next spring, by order of the town, birds were brought from all the country round and let loose in the woods and trees of Killingworth. To hear their songs once more seemed very sweet. Their songs were sweeter and happier still the day following when the school-master and Almira celebrated their wedding.

WHY THE HOUND COULD NOT CATCH THE RABBIT

One day a big hound tried to catch a rabbit which he saw running through the grass. He ran for a long time but he could not overtake him. At last he had to give up. A man had been watching them and when the hound stopped, the man said to him, "I see that the little rabbit can run faster than the big hound." The hound replied "I was only running for my dinner but the rabbit was running for his life."

THE WONDERFUL NEW BIRDS

A princess once left her beautiful castle and went to live in a little house in the country. One day she asked her servant to go to the village and buy some eggs for supper. The servant was surprised and said there were no bird's eggs. "I did not ask for birds' eggs," said the princess. "Buy hens' eggs, of course." The servant said there were no hens and she did not even know what kind of birds they were. Then the princess thought it would be nice to surprise the boys and girls who lived in the village so she sent an old man away to get a family of chickens. When he returned with a chicken coop on his head all the children ran after him and wondered what it was. When he set it down and opened the door, the children saw a rooster and some hens. They thought they were very wonderful birds. Oh how they did laugh when the rooster crowed! Afterwards when the children saw a hen sitting on fifteen eggs they were very much surprised at the large number. The children watched the chickens when they came out of the eggs. There they were all covered with yellow down. "It is wonderful," cried the children. "Other little birds have no feathers. And see! They know how to run. Oh, there are no birds like them!"

THE PET MONKEY

A monkey saw a baby fall into a well. The monkey at once slipped down the rope and climbed up again, holding the child in one arm. After that the monkey was

the town pet because he had saved the baby's life. He went wherever he pleased, ate whatever he liked, and was always welcome at any house he visited. Sometimes he would go to a home for sick and lame children and amuse them with his tricks and funny ways. He finally died, and on the day of his funeral all the stores were closed, and the people followed his body to the grave as if he had been a great man.

PRIMARY ENGLISH

Supt. M. G. Clark, Streator, Ill.

GENERAL THOUGHT OUTLINE CONTINUED— SECOND YEAR A CLASS

The general outline of the year's work as developed by a group of second grade teachers in their semi-monthly meetings was begun in last month's article. The year's outline is here completed.

PRIMITIVE LIFE

(Basis: Dopp's Cave Men. The Story of Ab.)

FEBRUARY

We have learned how little the Esquimaux have because of severe climate of the land where they live. We are now going to talk about people who lived in a pleasant country, but so long ago that they knew none of the things we know, they lived among large fierce animals of whom they were afraid. To think how the country looked at that time we must take away:

1. The things we have that depend upon tools,—houses; woven clothes; grain fields; all food obtained from large animals; boats; carriages; wagons, etc.
2. All things that depend upon fire.
3. All means of defense from large animals.
4. All domestic animals; all grains, trees and plants that depend upon man for their existence.

Then we must conceive of the appearance of the woods changed by strange large trees, fern like in leafage, and the presence every where of large strange animals,—cave bear, tiger, rhinoceros, ursus, musk ox, mammoth, huge hyenas, etc. Strange serpents, etc.

After eliminations and adjustments have been worked out bring upon the scene Sharp Tooth.

- a. Appearance.
- b. Location.
- c. Where usually found.
- d. Dress.
- e. Food.
- f. Relation to other people.

Note: Compare all facts and relations with those of the present time.

Sharp Tooth's Relation to Bodo:

1. Her care of him.
2. The first weaving,—a sleeping place.
3. Her watch of him during the night.
4. Bodo's morning bath.
5. How Sharp Tooth talked and sang to Bodo.
6. The things she taught him.
7. The age at which he took care of himself,—compare with how the present age children would manage.

Bodo: His search for food; companionship; finds out the use of a club; a hammer; a knife.

MARCH—

Bodo learns not to be afraid of fire, makes it his friend, it is still the foe of animals. Finds out uses of fire.

- a. A defence against animals; induces a change of sleeping place,—the beginning of a home.
- b. Learns how to cook meat.
- c. A fire keeper; leads to clan organization,—this means the beginning of social education, the beginning of race knowledge.
- d. A basket becomes necessary. Why?
- e. A house becomes necessary. Why?
- f. The manner in which people learned to organize for the hunt,—the need of it.
- g. Social recreations,—dramatization,—story telling-games.
- h. The wearing of ornaments.
- i. Various efforts to make fire.

Change of climate shown by the coming of the musk ox and the woolly rhinoceros. The Ice Age. The Stone Age.

Describe the appearance of the country, especially animals and trees,—relation to food supply. The baby Ab's escape from the hyena; a description of Ab's father and mother; his home; the evening meal. The Stone Age's man in his relation to the animals. The night feeding of the animals. What makes the Cave Man secure at night?

APRIL—

The Boy Ab.—his training, home discipline ,his boy friend. The trap to get the wild horse—

- a. A description of the north valley.
- b. The plan of work.
- c. Tools employed.
- d. Interruption of work by sea-serpent.
- e. Completion of trap.
- f. Entrap young rhinoceros.
- g. The wrath of the mother rhinoceros.
- h. Duel between cave tiger and mother rhinoceros.

Home Life of Ab.—Learns to tan skins, to make thread and needles, assists in care of children, becomes good bird hunter, kills small animals.

Old Mok.—Teaches Ab to make weapons—flint scraper, drill, spear head, ax. Ab invents a new weapon, the bow and arrow.

The idea is taken from a play between Bark and Beech. Mok and Ab experiment until it is perfect. Old Mok tells stories of ancient times—Ice Age, Shell People, Kitchen middens, Fire valley.

Ab makes a sandstone vessel for boiling, a feast is made. Ab and the Cave Men join in mammoth hunt with Shell People. The boating and swimming feats of Shell People. The great feast on the mammoth.

MAY—

Ab makes a home in a dangerous place. Lightfoot learns to shoot. Narrow escape from Cave Bear. Eat way into cave. Ab makes up his mind to go to the Fire Valley. Describe. Fish, nuts, fruit, wild fowl are plentiful. Old Mok follows Ab and Lightfoot. Ab's father and mother, Hilltop, Moonface and family soon come and make their homes in this well barricaded zone of safety. In the warm summer bark houses are made, these are made warm, by the addition of skins for winter. Ab becomes Chieftain. Boats are made by hollowing logs. Old Mok makes smooth arrows by rubbing the flints on wet sandstone. The cave tiger attacks the Shell People's village. Ab and his people go with the other Cave Men to their assistance. Ab by a clever device kills old Sabre-Tooth. Incurs enmity of Boar-face because he refuses to divide the skin. Ab's oldest boy, Little Mok, is a helpless cripple. Thru him the Cave Men begin to acquire pity and desire to help the weak and sick.

Boar-face and his men besiege the Fire Valley. There is a desperate fight, at last all the invading force are killed or taken captive. Years of prosperity follow.

JUNE—

Little stories about the most interesting parts of the year's history will be written, illustrated and enclosed in appropriately designed covers.

The Black Children of Africa

E. Mabel Blackwell

In studying the different nations of the world with second grade children much more interest is manifested when the stories and reading matter read by the children is represented objectively. So when we took up the study of the Black Children of Africa we represented an African village upon the sand table.

A straw bottle protector was used to make the hut.

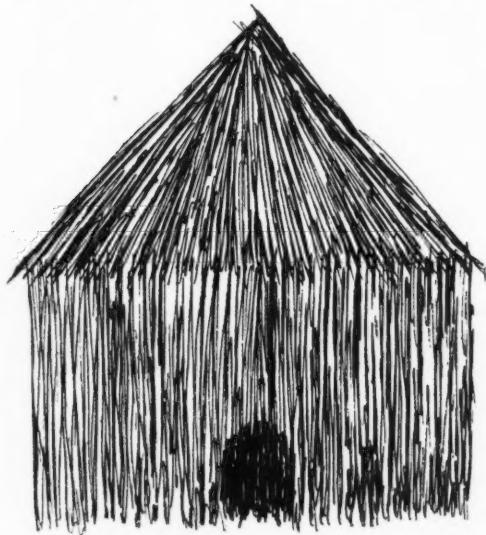


Fig. I.

The bottom part was cut off about three or four inches in height, and with a small hole cut for the door made the walls of the house. The top portion was then spread



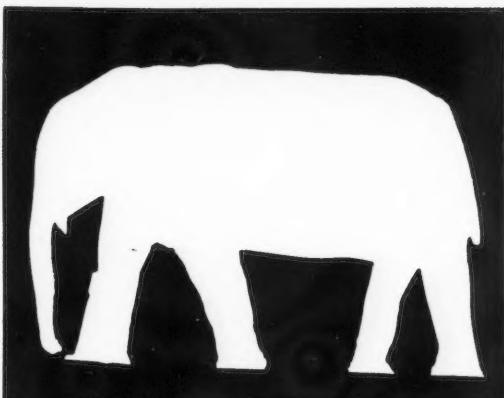
Fig. II



Fig. III

out and sewed in place to form the roof. (Fig. I.)

A palm tree was made by cutting three disks (Fig. II.) with a tiny hole in the center. These were cut from green cover paper, and were placed on the top of a pointed twig. (Fig. III.) The first disk was made to droop downward by crumpling it a little, the second disk was placed comparatively straight and the third was pinched so that the leaves would point upward.



The plantain also was represented by placing long slender leaves around a twig.

One corner of the table represented the field or garden. Here a black doll, with a tiny doll tied to her, hoeing up the ground, showed how the African women do the work in the field and take care of the baby at the same time.

Another portion of the table pictured a stream with the alligators basking in the sunshine. A toy elephant



standing near the water showed that he also likes the water as well as his forest home.

Construction Work

1. Mould the different animals of clay.
2. Scissors cutting—
Hut
Palm and plantain trees.
Elephant.
Lion.

Work in Drawing

1. Borders of different animals.
2. Trees and houses.
3. Tropical scenes.

Language Work

Children write stories about the black children.

Outline of Study

Black children—

Climate of country—No need of clothing.

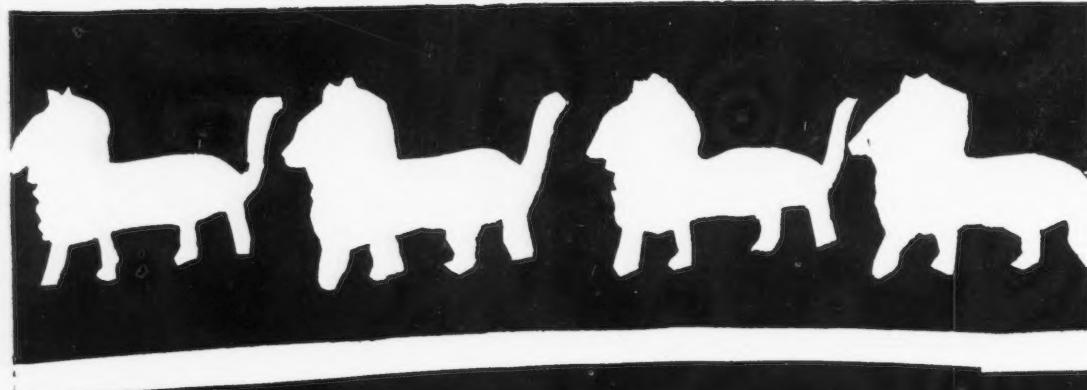
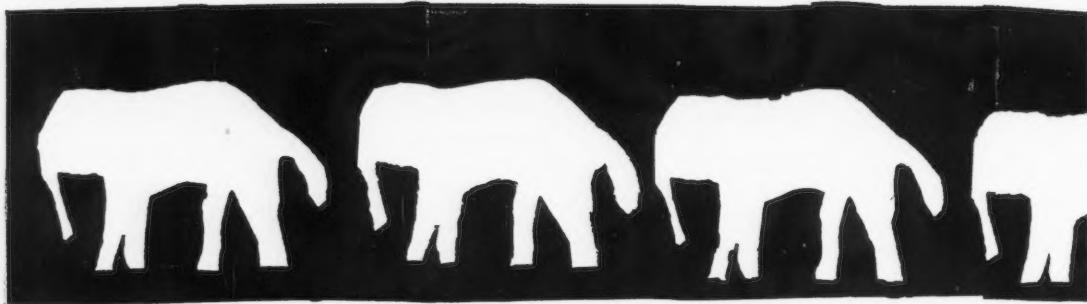
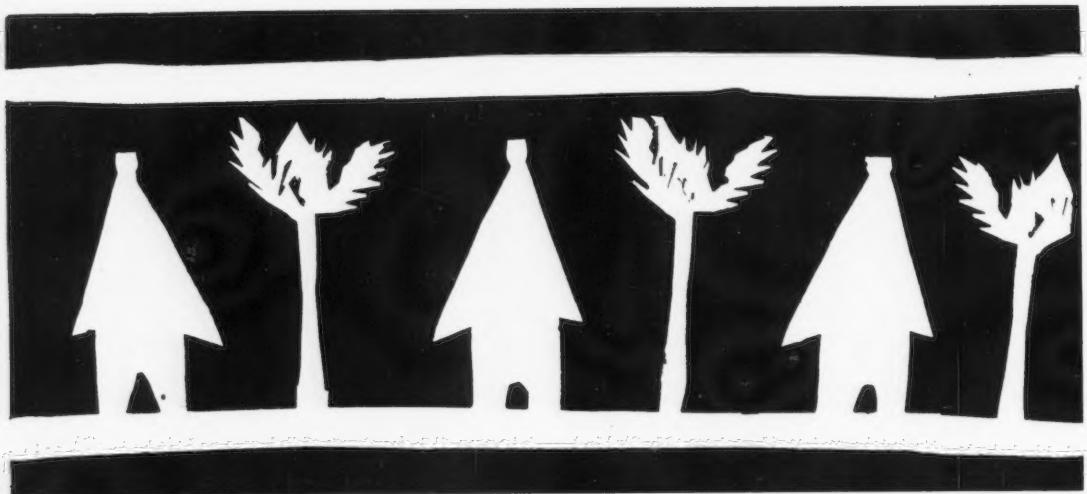
Ornaments.

Duties of women and girls.

In the field.

Grinding corn, etc.

(Continued on page 28)



School Entertainment**ARBOR AND BIRD DAY**

By Laura Rountree Smith (Book Rights Reserved)

There must be flowerpots or boxes filled with earth in a row on the platform in front. Costumes will add a good deal to the success of the exercise. Blooming plants should be placed in the windows.

Robin Hood (Entering, speaks)

I am Robin Hood,
In the merry greenwood,
I wile the hours away,
I blow my horn for my merry men,
To come on Arbor Day.

(Blows horn, enter merry men with little trees, they recite, then place a tree in one of the flower pots.)

Merry Men (In concert) *

The merry men from the deep green wood,
All come to serve brave Robin Hood.

Robin Hood *

It is Arbor Day, so if you please,
Come help me now to plant some trees.

First

I plant a birch tree, for one once grew
That helped to make a swift canoe.

Second

I plant a hemlock for it is best,
To have some trees for the wee birds' nests.

Third

I plant a walnut tree, in the fall,
The nuts are a treat for one and all.

Fourth

I plant a cherry tree, in the spring.
The birds in its branches delight to sing.

Fifth

Grow catalpa tree with your branches high,
And give deep shade to the passers by.

Sixth

Oh poplar tree, it is time to grow,
Thru your branches the merry winds often blow.

Seventh

We plant the masts for the ships at sea,
To-day when we plant the small pine tree.

Eighth

I plant a maple, how fast it grows,
And thru its branches the sweet sap flows.

Ninth

I plant an apple tree with care,
And hope that ripe fruit it soon will bear.

Tenth

What fairer gifts can I bring than these,-
For I plant the Merry Christmas trees?

All

In the sunshine and the rain,
When the breezes blow,
Little trees we plant to-day,
Grow, grow, grow.
(Merry men step back, Robin Hood blows whistle,
enter Red Riding Hood)

Red Riding Hood

Ten little trees stood in a row,
Planted on Arbor Day you know,
They spread out their branches toward the sky,
They said, "We'll grow taller if we but try,"
So, every year the little trees grew,
And put out leaves and branches new,
Nests were built in the little green trees,
They were swayed by many a gentle breeze,
They said, "It is fun to be growing together,
How we enjoy the fine spring weather."

Robin Hood

Red Riding Hood, you are welcome here.
The Babes-in-the-Woods must soon appear.
(He blows whistle, enter Babes, and they carry tulips
and recite)

First

Once a little tulip
Raised her pretty head, .
Spring has come dear robin,
Little tulip said.

Then dear Robin Red Breast
Joined the sweet refrain,
Robin, Robin Red Breast
Was singing in the rain.

Second

Then the little tulip,
Brightest ever seen,
Grew a little taller,
In her mantle green,
And dear Robin Red Breast,
Sang out sweet and clear,
"Good morning, little tulip,
The happy spring is here."
(Robin Hood blows horn, and Bo Peep, Boy Blue and
Miss Muffet enter.) ,

Boy Blue

Spring is here!
In the woodland is heard,
The rustle of wings and song of a bird,
A trooping up now, o'er the valley and hill,
Comes violet, crocus and gay daffodil,
A fragrance greets us wherever we pass,
And daisies are nodding amid the green grass,
Spring is here!

Bo-Peep

Spring is here!
There's a growing sound,
Of wee little rootlets under the ground,
The birds are carolling sweet and low,
Telling the flowers, 'tis time to grow,
Sir Robin sings his song with such glee,
A-tilt on the branch of the old apple tree,
Spring is here!

Miss Muffet (arms full of Pussy Willows)

Miss Pussy Willow lay fast asleep,
Dreaming the whole winter thru,
Robin called her, she shyly said,
"Good morning, and how do you do?"
Robin said, "Dear Pussy Willow,
Why do you wear a fur cap?"
Then Pussy Willow softly purred,
'I was cool when I roused from my nap".

Robin Hood

Where are the birds? It is time you know,
For sweet bird-songs, when the flowers grow!
(Enter girls with large red letter on their dresses to
spell the word "Arbor Day." They stand between
the row of little trees.)

A

Arbor Day comes, and a sweet bird sings,
The wind plays a harp of a thousand strings.

R

Robin is coming and sings with such glee,
For who is so merry and happy as he?

B

Blue-bird is singing in sunshine and rain,
Summer is coming, coming again.

O

Oriole comes, a sweet song he sings,
High in the tree his hammock-nest swings!

R

Red-winged Black bird, thrush and wren,
We welcome you back to the trees again.

D

Dear little wood-pecker, hear his rap,
Up in the trees, he goes tap, tap, tap!

A

All the birds are on the wing,
So we hear the Phoebe sing.

Y

Yellow-hammer has built a nest,
Up in the tree he likes the best.

The Catholic School Journal

Spiders.

All

Be merry, be merry and sweet birds sing,
Many a song to welcome spring.
(Merry Men step up and sing, tune, "Upidee" College Song Book. A Flanagan Co., Chicago.)

I.

Oh, Arbor Day has come again,
Robin Hood, Robin Hood,
And we are all your merry men,
Robin, Robin Hood;
Now spring has come and if you please,
We all will go a-planting trees.

Chorus

Plant a tree on Arbor Day,
Arbor Day, Arbor Day,
Plant a tree on Arbor Day,
Happy Arbor Day.

II.

Oh, all the birds have come again,
Robin Hood, Robin Hood.
And we can hear their sweet refrain,
Robin, Robin Hood.
Now, in the trees the birds all sing,
So many songs to welcome spring.

Chorus

THE BLACK CHILDREN OF AFRICA

(Continued from page 25)

Men—Hunters—Hunt elephants, etc.

Home—

Hut made of reeds and grass.
No floor.

One room—Life mostly out of doors.

Animals—

Beautiful birds.

Monkeys.

Alligators.

Elephant.

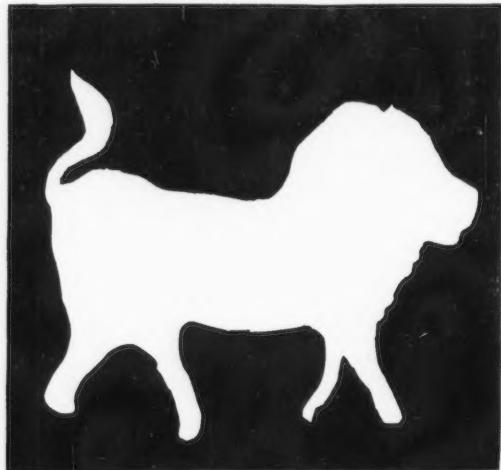
Lion.

Insects—

Ants.

The Elephant

How many have seen the elephant in the park? How can we tell the elephant from the other animals?



Trunk—

What is it?

Its use.

Use of the finger-like projection at the end.

Tusks—

What are they?

How many?

Size.

Ivory—Its use.

The black man hunts the elephant in the forests for these tusks, which he takes to the white men who go there in ships. In exchange the white men give him some looking-glasses, bracelets and other trinkets.

Training Teachers by Correspondence

The Interstate School of Correspondence, with its unusually strong facilities for giving instruction in the branches required by teachers in Catholic schools, invites Sisters who would improve their education and teaching ability to write for particulars regarding our courses. So far as we know, no one connected with a Catholic school has ever regretted the investment of time and money for instruction under our direction. We aim always to give every student more than good value for the price paid. In one school in Chicago (on the south side) we secured one student six months ago. Today we have eight Sisters in that institution on our rolls; they have recommended our work to sisters in other cities and from the initial enrollment about a dozen students have come to us. This is only one instance; our methods of work and the fidelity with which the interests of students are safeguarded always bring us a number of new friends from each enrollment.

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Correspondence is cordially invited. State your needs as fully as possible and your letter will have prompt attention.

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Arithmetic	Physics
Elementary Algebra	History
Higher Algebra	Civil Government
Business	Economics
Plane Geometry	Pedagogics and Methods
Grammar and Analysis	History of Education
Reading	Educational Psychology
Composition and Rhetoric	Sanitary and Hygiene
Am. and Brit. Literature	Geography
General History	Physical Geography
Music	Elementary Agriculture
Drawing	Practical Agriculture

ACADEMIC DEPT.—EACH SUBJECT IS A COURSE

First Year Latin	Second Year Latin
Practical Rhetoric	Eng. and Am. Literature
Botany	Ancient History
Geography	Med. and Modern History
Elementary Agriculture	United States History

NORMAL DEPT.—STRONG REVIEWS
ONE OR MORE BRANCHES IN A COURSE

Arithmetic	Physics
Elementary Grammar	Civil Government
English Grammar	Economics
Rhetoric and English	Pedagogics and Methods
Composition	History of Education
Elementary Agriculture	Educational Psychology
Algebra	Sanitary and Hygiene
Geometry	Geography

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NORMAL DEPT.—STRONG REVIEWS
ONE OR MORE BRANCHES IN A COURSE

SOME GOOD NUMBERS FOR CLOSING EXERCISE PROGRAMS

A MEETING OF THE MODERNS, OR TWENTIETH CENTURY JUVENILES. A Brief Play for Intermediates. (By Sister M. Borromeo, O. S. D.)

List of Characters.

MISS PUBLICITY.
LITTLE MISS "AD."
MISS BILLIGERENT.
MODERN GIRL GIDDY.
MODERN GIRL SERIOUS.
MISS PROGRESS.
MISS HUSTLER REFORM.
MISS INQUISITIVE.
MISS ADVANCED IDEAS.
LITTLE "MISS PRIM."

Miss Publicity.

At last Justice is to be done and we are to have the privilege of making our abilities known to the world. I, the Spirit of Publicity, idol of modern men and women, will be in my element publishing their merits, their demerits, and their pictures in all the yellow journals of the day.

Little Miss "Ad."

See that you keep within your own domain, then, my dear Publicity. A very small kingdom, indeed, is yours, compared with the wide and varied territories that belong to the Advertisement Family. The beautiful, high-colored productions of our genius ornament every fence and adorn the pages of every periodical.

Miss Publicity.

O, don't fret! Don't think for a moment that I'd bother about your old domain, with its breakfast foods and its cheap cigars. "Advertisement Family," indeed! I wouldn't associate with a member of it, much less belong to it. Publicity deals with the serious things of life, earthquakes, and fires, and nice, awful, bloody murders, and beautiful ladies—and—and—Oh! what was that thing I saw in a magazine? Oh, yes, the traitoriness of the senators! Hum—m—m. What are your old canned meats and ready-made soups to that?

Little Miss "Ad."

Well, I don't see that you need to trouble yourself about earthquakes and fires—seems to me that they rather publish themselves! And as for canned meats, you and your friends, Miss Publicity, with your new Roosevelt rake, have advertised them so well, I don't need to say a word about them, I just sit down and watch people eat 'em.

Miss Publicity.

Yes; and then I am called upon to publish their obituaries.

Little Miss "Ad."

Of course! Why, nobody ever thought of dying of canned meats until you made 'em think it a fine thing to do, and they wanted to get their names in the papers somehow or other.

(Enter Miss Belligerent.)

Miss Belligerent.

Here, here, don't fight, unless you have something glorious to fight about. I'm looking after all the fighting, and can't allow you to interfere with my business. Where's that idle-easy-going Spirit of Education? Why does she let you run on like this?

Modern Girl-Giddy.

Bother to the Spirit of Education! I just wish she was dead, but spirits never die. She has us studying all kinds of useless things. First thing we know, she'll have us at Trigonometry, though Jigonometry would be much more to our taste, and she'll have us aiming at high ideals, though we prefer the Highland fling.

Miss Belligerent.

You poor, idle creature, have you any knowledge of history?

Modern Girl-Serious.

Oh, I have. I know United States history by heart.

Miss Belligerent.

Well, I'm always for war, and when I was coming to this meeting, I thought at first of bringing along my

family, the "Fifteen Decisive Battles."

Modern Girl-Giddy.

Law me, I never heard of these children of yours before, but I know a little about you and your silly performances in the Philippines. That's why I quit getting educated; I was afraid I'd be sent out to our "Island Possessions" to teach.

Miss Publicity.

Well, America has done a good many inexcusable things, but she'll stop short of the folly of sending any one like you out to teach the Islanders; you can find plenty of your own sort to teach at home.

Little Miss "Ad."

Bah, she can't teach! I'll give her a job; she can have her picture taken to illustrate our best advertisements. That a fine, lofty mission, according to my mind. Wouldn't she look fine holding a bag of Washburn-Crosby flour?

Modern Girl-Serious.

You are too frivolous. According to our historians, war has a monopoly of all the lofty missions and glorious opportunities of life, and that shuts out us women.

Modern Girl-Giddy.

No, it don't. You can be a trained nurse; it'd just suit you; but it makes me glad that I can never be a soldier. I'd hate to have you stalking around with me with your solemn air of superior information. No wonder you're a pet of the Spirit of Modern Education! You are both equally dull. O, dear! I think I'll go to your house, Madame Belligerent, and start up a little game with those nice little Decisive Battles. Got any objections?

Madame Belligerent.

You are too empty headed to know what you are talking about, Miss Giddy. The Modern Girl-Serious will tell you that more eloquence, verbal and printed, has been expended on these and other battles, than on all pursuits of peace and progress.

Miss Progress.

It has all contributed to my onward march, but in these days Progress prays for Peace, and begs for the abolishment of War.

Miss Hustler Reform.

See here, now Progress, I understand you, all. You are a regular fraud. You're the lady that has called into existence all those things that I don't like, and don't mean to tolerate. Don't try to deny it! Didn't you build railroads, start fire insurance and discover Standard Oil, and—and—the System (whatever that may be), and then make 'em all bad as bad can be? Just tell me that.

Miss Progress.

O, if you are such a hustler, go and reform your reformers; they need it bad enough, some of them.

Miss Inquisitive.

Well, if you aren't the wickedest lot of little girls I ever listened to! I tell you what, if I talked about things like you're talking about, my mother'd "progress" to "reform" me with a birch rod.

Miss Advanced Ideas.

Corporal punishment is degrading, child; no progressive mother will so debase her offspring in these enlightened days as to use the rod for their correction.

Miss Inquisitive.

O, bosh! I suppose her "offspring" might get along without the rod, but I am talking about her little boys and girls. If some of you ladies had had more of the rod in the past, you'd have less "sass" to serve up in the present.

Little Miss Prim.

Really, I do not see that you are any better than the rest of them. Your language is quite reprehensible. An education is quite thrown away on you all, and I am quite sure that your instructors would be quite dismayed, were they to overhead you.

Miss Inquisitive.

If you are "quite" through, I'd recommend you to go to the canal zone and keep cool, or let a yellow fever mosquito bite you. You're too good to live.

Miss Advanced Ideas.

I think it would be a better plan for us to go off in search of the American navy.

Miss Hustler Reform.

Humph! You are likely to have a long voyage and to get blown up at the end of it. You just wait till I've reformed the navy, and then you can all go out as trained nurses for the Japs. They'll need you!

Little Miss Prim.

We've had enough of this kind of talk. I propose that we close this meeting in some sort of dignified style. Let us invite the rest of the Intermediates to join us in singing a nice, merry song. That will please the Sisters, if they happen to hear us.

THE MINIMS' INDIGNATION MEETING.**A Dialogue for Eight Little Girls.**

1. **LUZETTE**—Bertha, I've been thinking for a whole week—

1. **BERTHA**—Thinking for a whole week! Mercy! How does your head feel?

2. **LUZETTE**—Tisn't polite to interrupt people.

2. **BERTHA**—But you aren't "people." You are only a Minum!

3. **LUZETTE**—That is just what I have been thinking about all week—we are never treated like people, and I think it a shame!

3. **BERTHA**—Yes, and when we are called "people," "little" is put before it, and that just spoils it. "Little people should be seen and not heard." Don't that make you mad?

4. **LUZETTE**—You just bet it does! I tell you what—let's call the Minims out here and have a dignation meeting. We'll "work on the feelings of the audience." That's what I heard Lawyer Black say to my papa once; he said he'd work on the feelings of the jury, and I know a jury is some kind of an audience.

4. **BERTHA**—"Work on feelings!" How's it done? I can work on linen, cotton or silk, but Sister never said anything to us about "working on feelings!" Is it done with a needle?

5. **LUZETTE**—It is easier to do it with a pin, I guess. I saw a boy work on his brother's feelings that way once. My! but he jumped and got awful mad!

1. **MARGERY**—Goodness! We don't want to make the audience jump, do we?

1. **MINNETTE**—Nor make them angry, either! You are mixing things all up, anyhow; Luzette means people's inside feelings, not their skin-and-bone feelings.

1. **JULINE**—Oh, I know all about that! My inside feelings were awfully hurt once by a green apple.

2. **MINNETTE**—Oh, you are all wrong! Working on people's "feelings" makes the people cry over you, and say you are good when you are really wicked.

2. **MARGERY**—Oh, then I've worked on my mother's feelings lots of times! Once when I slid down the banisters she cried because I tore my new dress.

2. **JULINE**—Some mammas I know, instead of crying, would have worked on *your* feelings with a slipper!

5. **BERTHA**—But what about that meeting, Luzette?

6. **LUZETTE**—Let all the Minims come here. (They all come forward.) What do you say, Minims? I think we ought to have a dignation meeting, and make everybody treat us like people.

1. **MARELLA**—I'd like the meeting well enough, but I shouldn't like to dig. Why must it be a *dignation* party?

1. **SMART JUNIOR** (in background)—You mean an indignation meeting. You Minims are so ignorant!

3. **JULINE**—Well, there's one thing about this indignation meeting that the Juniors will please remember—they are not in it!

2. **MARELLA**—I don't like digs nor digging, so I'm not in it any more than the Juniors.

1. **VERETA**—Well, then, you can be a walkun delegate.

3. **MARELLA**—What kind of a gate?

2. **VERETA**—What kind of a gate? Pshaw! a delegate. It's a man, I guess, for a really gate couldn't walk.

4. **JULINE**—Well, where shall Marella walk to, when we've made a delegate of her?

3. **VERETA**—Why, she'll walk all around to each Minim and tell her about the dignation meeting, and how much dignation she must bring along with her to the meeting.

ZULITA—How much dignation! What is "dignation?"

GUINETTE—It only means how mad we must be.

ZULITA—And what are we going to be mad about?

GUINETTE—Oh, that don't matter. The delegate walks around and tells you you ought to be mad, and

then you'll meet and you'll talk and talk, until you keep getting madder and madder every minute.

ZULITA—But I don't see any sense in that.

MARGERY—So much the better! I've heard my papa say that the less sense there was in a thing, the harder people tried to get mad over it!

LUZETTE—Well, and when the dignation meeting is over, and we are as mad as can be, what then? What'll we do next?

GUINETTE—Why, we'll strike.

ZUINTA—Strike who? I don't understand. I'm afraid the Sisters would think that awfully impolite.

MARGERY—Oh, if you are going to be polite, you'd better keep out of politics, I guess. I remember 'lection day in Chicago, and the men they swore and swore, and fought and fought, and my papa said that politics made them do it, so I guess Sister wouldn't think politics the polite thing for us.

BERTHA—Well, I should say not! But we could have a strike. You see, we'd just tell Sister that we'd not recite or study any lessons, unless she'd give us gingerbread or cake three times each half day. And then, to get us to study and recite, she'd give us a piece of gingerbread every morning and a piece of cake every afternoon.

MINETTE—Is that all that you'd get for striking? Only one-third of what you asked for? I'd rather have bread and butter and molasses, without so much trouble.

JULINE—But suppose you'd been getting only bread, without butter even, much less molasses? Why, then, you'd ask for cake, if you were smart.

MARGERY—So as to make sure of the butter and molasses, if I didn't get cake?

JULINE—Exactly! I remember when I was little I asked my mamma for gold shoes, and she bought me a pair of red morocco, and I liked them, too!

MINETTE—Of course you did! Because you couldn't help yourself, but I bet you never forgot how much nicer it would be to have gold ones; specially if your mamma was wearing gold ones herself.

VERETA—O dear me! You just make me think of a time I went with my big sister to a five o'clock tea, and the ladies all talked and talked, and I was just wondering about Mrs. Brown's new bonnet—why the ladies didn't like it—when one of them went off on to Mr. White's horses, and before I could hear whether they were black or gray, another lady began to tell about Mrs. Grant's pet cat; and that's the way they went on until I fell asleep. They must have been just like you when they were Minims. No wonder my brother says girls are no good!

MINETTE—Humph! Did your brother ever listen to men talking? One time I was out riding with my brother, and he stopped at what he called a club, and he went in, and he was gone so long I went to find him. There were lots of gentlemen in there, and I stood at the door the longest time before they saw me, for they were all talking at once, about dogs and horses, and cards and money, and—oh, everything! And what I thought was awfully funny, they had just as much to say about Mr. Brown as the ladies you tell about had to say of Mrs. Brown.

GUINETTE—Well, I never could see any difference, but our brothers think themselves so smart!

ZULITA—Indeed, yes; and seeing as we'll have more to do with them in the years to come than with anyone else, we'd better lay our plans accordingly.

MARELLA—How would Barb-a-tration do? Would n't that bring them to time?

ZULITA—I don't know what Barb-a-tration is, but I think barbed wire would be a pretty good thing to try on my brother Jim when he gets to going too fast!

JULINE—My mamma took the newspaper away from me once and told me it wasn't good reading for me, and to show that I believed her, I read a little bit in it, to see how bad it was. What I read was all about people named Trust and President Roosevelt's Aunty Trust. Funny, isn't it, that the President and his relations should be so mad at those folks when his own aunty is named after them?

MARGERY—That isn't what it means, at all. A trust is something that gets its own way all the time.

LUZETTE—That would be the very thing for us Minims, then, both at home and at school.

ZULITA—A trust at home? Though he has been

(Continued on page 37)

TO CANONIZE MOTHER THEODORE.
Steps are being taken to canonize Mother Theodore, who founded the American branch of the Order of Sisters of Providence in October, 1840, when at the head of six sisters she came from France to a log cabin on the banks of the Wabash, in Indiana, and there established the mother house in a forest and gave it the name of St. Mary-of-the-Wood. It is now a vast estate, and there are 1,200 sisters teaching in the parochial schools in the cities of the United States. Mother Theodore died fifty years ago. Her world name was Guérin and she was of the French aristocracy, which started the order following the revolution by which the nobility and aristocracy suffered the loss of property.

Another American is to be called Blessed. The Congregation of Rites has issued a decree introducing the cause of beatification of the servant of God, Philippina Duchesne, who established in the United States the Congregation of the Ladies of the Sacred Heart. She arrived in America in 1818, and died there in St. Louis in 1852, after a life spent in the service of religion. She founded several houses of her congregation, of which she was vicar-general for the United States, and won such a reputation for sanctity that she came to be known as "the woman who is always praying."

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27 North Fourth St., Philadelphia, Pa.

Ainsworth & Co., Chicago, announce the early publication of a book on Hygiene and Morals, to be called "Good Health and Good Manners," prepared by Ervie M. Raven-Byrne, definitely for use in Parochial Schools.

The book will be bound in cloth, to sell at a list price of 30 cents, and will contain all necessary illustrations. Special illustrations on ventilation, drainage, movement exercises, etc., are also furnished. The arrangement of the subjects permits the book to be used in two years; the amount of time to be given and the periods of study to depend upon the capacity of the scholars and the grading of the school. The contents of the book covers a wide range of topics that may properly be dealt with under its title, and it is likely that the work will find a good demand among our schools.

Teachers and school officials who are looking for Catholic books suitable for gift or premium purposes will do well to read the announcement of John Joseph McVey, Publisher which appears on one of our front pages. This Catholic publishing house is rapidly coming to the front through enterprise and effort to meet the wants of our reading public, and in the list of books which they present this month some excellent selections may be made for commencement premiums.

Benziger Brothers have just published a book entitled "What Times! What Morals! Where on Earth are We?" The title is taken from the well-known words of Cicero when he was faced in the Senate by Catiline, the proved plotter of the ruin of Rome and the slaughter of the Senators. The author Rev. H. C. Semple, S. J., proves that the moral principles or rather the unprincipledness taught by many American professors in so-called non-sectarian universities would leave us no religion, no morality, no civilization, and no America of George Washington and Thomas Jefferson. The booklet is a sequel to the startling revelations of Harold Bolce, entitled "Blasting at the Rock of Ages," and aims at opening the eyes of all guardians of youth to the presence in our universities of many false prophets who are by their teachings wolves in sheep's clothing, and can be known by the fruits of their principle that there is no moral right or wrong. The author sums up the answers of representatives of the Universities of Chicago, Cornell, Harvard, Pennsylvania, and Columbia and proves that these very answers grant that Mr. Bolce's charges are true. Here is much ammunition for all defenders of Christian education. The price of this volume is net, \$0.35.

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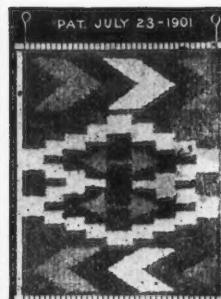
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The Catholic School Journal

been appointed bishop of Fargo, N. D., was presented with a beautiful automobile by the members of his parish. The presentation took place in the school hall. Bishop O'Reilly has, since his appointment was announced, been the recipient of a large number of gifts. Among those received are a missal with a brass stand, from the Father Mathew society; a gold plated crozier set with amethysts, the gift of the ladies of the Rosary society; the episcopal ring, which has a large emerald set surrounded by diamonds. A gold chalice set with diamonds was presented him by the alumni of the school. The children of the school presented him with the new Catholic Encyclopedia.

Realizing that the efficiency of a medical school depends largely upon the clinical facilities afforded, Colonel R. C. Kerens, recently appointed Ambassador to the Court of

Vienna, has given \$20,000 to St. Louis University Medical School. The donation was made last Tuesday by Colonel Kerens, but it was not announced by the university authorities until Sunday. The money is to be used for the endowment of beds for charity patients as clinical subjects.

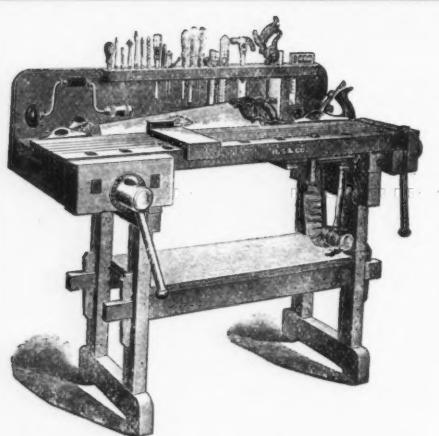
A very remarkable religious, Sister Mary Charles Curtis, died on March 4, at the Sacred Heart Convent of the Sisters of Mercy, Belmont, N. C., in her eighty-sixth year. She was born in Cork, Ireland, and came here in 1841, at the request of Bishop England. Then Father Kenrick, afterwards Archbishop of St. Louis, met her and her companions at Philadelphia and escorted them to Charleston. She spent the succeeding sixty-nine years in arduous labor in the missions in the Carolinas, and during that time met and knew all the bishops and most of the priests who have

ministered in that extensive field.

The Catholic schools scored another victory in securing all the prizes offered by The Toledo Times for the best essays on Washington. The three cash prizes of \$10, \$5 and \$3 were won by Cecilia Clancy, St. Patrick's school; Gertrude Bach, Notre Dame academy, and Clifford Corrigan, of St. Charles' school, respectively. More than three hundred essays were submitted in the contest.

The Louisville Record says that in the year 1848, Louisville had a Catholic free school, which was probably the first free school in the west. It was situated on the site of the present St. Joseph's Infirmary and was known as St. Aloysius' free school.

Rev. Francis J. Finn, S. J., the well-known writer of popular boys' stories, recently in-



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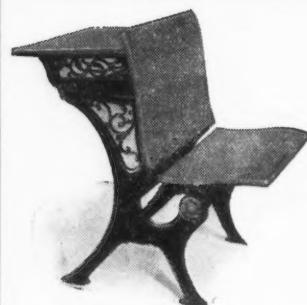
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Studies for the Acquisition of Sight Singing by A. J. Gantvoort, Director of the Cincinnati College of Music. Ex-president M. T. N. A. Book 1 Diatonic Studies. Introductory, 57c. Book 2 Interval Studies. 75c. Book 3 Harmonic and Free Studies. 94c. This work is the culmination of twenty-five years of Sight Singing teaching in the best schools of America. All exercises are melodious and are within easy range of all voices. Many exercises are written in two or three parts, and in all cases the lower part is printed in both the Bass and Treble Clefs.

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stalled a moving picture show in St. Xavier's parish school, Cincinnati. At the same time Father Finn is making an effort to elevate the tone of the moving picture show in his home city.

In an address to a gathering of teachers at Teachers' College, Columbia University, last week, President Schurman of Cornell University spoke wisely on the topic of manual training in schools. "Educators," he said, "realize the inadvisability of too much specialization and the disadvantage of putting young children into exclusively manual classes. Every system of education exists

primarily to develop the mind and character of the child, and industrial training should come after that. The problem of industrial education is here, it is true, and it has come to stay, and we must find a solution. But the solution is not to be found in the effort to make of the boy a finished workman. The schools were not and are not intended to be rivals of the shops."

A life-size portrait of Brother Maximin Zehlin, former president of St. Mary's Institute, Dayton, O., will be unveiled at the school on June 20 next. Brother Maximin was at the head of the institute almost half

a century ago and the unveiling of the portrait will be of particular interest to the "old boys" who are now scattered far and wide.

Before his departure from St. Louis for his post, Richard C. Kerens, the newly-appointed ambassador to Austria presented to Rev. F. J. Dunne, Director of the Newsboys' Home of that city, a check for \$20,000. The money shall go towards the purchase of a farm to serve as an outing place for the newsboys.

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HONOR TO THE TEACHER.

There has recently been erected in Birmingham, Ala., a statue by which the city has honored both itself and one of the great professions—the statue of Mary A. Calahan, a school teacher. So far as is known, there



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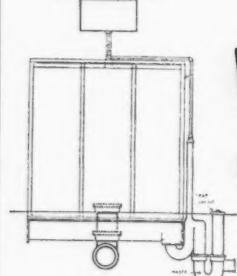


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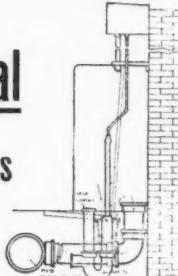


Plate 1780 N

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AND A SQUARE DEAL

(Continued from page 30)

taught all about politeness, I wouldn't trust my brother not to take the largest piece of cake if the plate were passed to him before it came to me!

BERTHA—Well, see here! If you are not going to get mad, nor have a strike, or a Barb-a-tra-tion, you had better stop talking and make a retreat.

GUINETTE—Ho! Ho! What kind of a retreat? The kind the Sisters make in August, or the kind the soldiers make when they are beaten?

MARGERY—Well, we'll retreat, like the soldiers, but we're not beaten. The Minims never are, and to prove it let the smallest one speak. (The smallest one may speak a piece, or all may give a concert recitation.)

GRADUATION DAY.

History and Literature—Dialogue with Recitations.
By Sister M. Fides (Convent of Mercy, Pittsburg, Pa.)

MARIAN—Everything seems linked with its opposite today. The end—the long wished for end of school life is here—but under the name of Commencement. Do all endings lead unto commencements?

HELEN—Well, if all commencement mean the joy, the freedom, the release that this one means, let us hope that all endings lead unto commencements. Don't be so serious, Marian! Just think—no more carrying of school books, no more hours of night study, no more Algebra, Latin, Essay-writing, Chemistry, History, Literature—

BESSIE—I wonder what will come to take their place.

HELEN—Why, pleasant things, of course.

BEATRICE—And were they really so bad, after all, or do I see them in the light of "blessings, brightening as they take their flight?"

HELEN—Of course you do. All but literature. I'm willing to say something good about literature.

BEATRICE—And I about history, especially the history of the Greeks. All hail to the great Grecian victories

—Marathon, Thermopylae, Salamis, Platea—

HELEN—And to the man who wrote about them—Herodotus. Would those inspiring names mean to the world just what they do mean were it not for their preservation and Greek-coloring in the pages of the Greek historian? What were Marathon without Herodotus?

BESSIE—But what were Herodotus without Marathon? I think that each depends upon the other.

HELEN—You are entirely too honest, Bessie. You do not make allowance for God's great gift to man—imagination. Now, who's for literature?

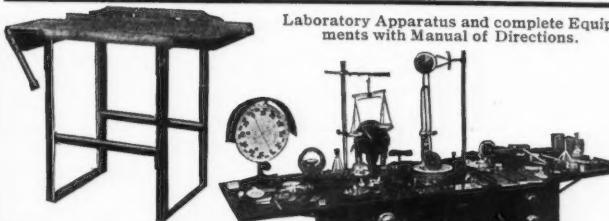
Marian—I am.

BESSIE—I am for both.

BEATRICE—I am for History. The Past—the mighty Past,

"The glory that was Greece
And the grandeur that was Rome."

Unto Greece the new rising world power, the East—splendidly luxuriant, slow, sleepy, gem-lighted orientalism, poured out all its treasures. Greece absorbed these and gave them back to the world Hellenized. The colossal had become grand; the grotesque, proportionate; the simple, beautiful; orientalism, Hellenism. To this magic power of transmutation Greece owes her influence over the ages; not to her victories over the Persians, not to her Peleponessian struggle, not to the awful "tug of war where Greek met Greek" at Syracuse: these are forgotten. Greece was great in the realm of the intellect, the power of mind upon mind; of culture, art, beauty—and in these realms she is great today. The strongest intellects of all ages have bowed to the superior wisdom of Socrates, Plato, Aristotle. The temples on the Acropolis of Athens are as synonymous of all that we know of symmetry, grace, correctness, and architectural elegance of design. The carved figures on a Grecian urn are of



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The Catholic School Journal

such exquisitely graceful beauty that John Keats—the nineteenth century apostle of the ideal—has given new immortality to this “thing of beauty” in one of the most charming lyrics of the language, “Ode on a Grecian Urn.”

Greece was vital; whether as a conquering nation as when flushed with the triumphs of Alexander, she Hellenized the Orient; or as a conquered nation as when in turn absorbed in the might of the new-rising city of the Tiber, she Hellenized her conqueror, Rome; or as an historic nation with all her glory of conquest and pride and power “gone glimmering through the dream of things that were,” yet she Hellenized Byzantium, Arabia, and in western Europe shot up in new splendor in the sixteenth century Renaissance—Greece was vital. Greece was great in the realm of intellect, culture, beauty, art, and in these realms she is great today. Hail to the deathless Past!

HELEN—Let's laud our poets; our lords of literature.

BESSIE—They are beyond our praise. Spare us the galaxy of glittering names, but let each recite the poem that comes first to memory, whatever it may be. Are we agreed?

ALL—Yes.

(Note: The following section of the dialog is given as a setting for the recitation of four poems, viz.: by Helen, “Toys”—Coventry Patmore; by Bessie, “Sandalphon”—Longfellow; by Beatrice, “Let Something Good Be Said”—Whitcomb Riley; by Marian, “Aux Italiens”—Bulwer Lytton. Teachers who may prefer other selections for recitation may substitute same by a little adaptation of the dialog.)

BESSIE—Well, what's your choice, Helen?

HELEN—A trifling thing called “Toys,” by Coventry Patmore.

BESSIE—That poem describing the father who punished his child and then, regretful, sought the little boy that night before he slept?

HELEN—Yes; you know it?

BESSIE—Yes. Not very high among the lords of literature.

HELEN—And what's your own—now, honestly?

BESSIE—“Sandalphon,” by Longfellow.

HELEN—And not so **very** high among the lords of literature. What's yours, Beatrice? Something historical, no doubt!

BEATRICE—Not necessarily; but since you think you know, suppose you guess what poem is in my mind.

MARIAN—Is this to be an experiment in mind reading?

BEATRICE—Yes; read my mind. What am I thinking of, Helen?

HELEN—Let's see—why, “Ozymandias, King of Kings,” by Percy Bysshe Shelley.

BEATRICE—No. Your turn, Bessie.

BESSIE—“Xerxes at the Hellespont?”

BEATRICE—No. Marian?

MARIAN—“Ode on a Grecian Urn,” by the nineteenth century apostle of the ideal—John Keats?

BEATRICE—No.

MARIAN—“Hohenlinden,” by Thomas Campbell?

BEATRICE—No.

MARIAN—So near that brain of yours and yet so far; no thought transference taking place. We give it up—please tell us, Beatrice?

BEATRICE—A poem called “Let Something Good Be Said,” by James Whitcomb Riley.

ALL—But we don't know that!

HELEN—And no mortal could guess anything that she doesn't know. That's not fair, Beatrice.

BEATRICE—How can I help that you don't know it? Or how can I help that I do know it and that it came to my mind?

BESSIE—That's true.

BEATRICE—Well, if it's true it's fair, isn't it, girls?

ALL—Yes.

HELEN—Well, I suppose so; but there's something contradictory somewhere.

BEATRICE—Now tell us yours, Marian.

BESSIE—Don't make us guess.

MARIAN—Mine's sad; you'll have to look pathetic.

BESSIE—But we'll not have to feel so.

BEATRICE—And no one can tell what we're thinking about. What is it, Marian?

MARIAN—That poem by Robert Bulwer Lytton wherein, under the influence of the music of Il Trovatore, the poet's dead love seems to live once more.

HELEN—Aux Italiens?

MARIAN—Yes; a tribute to the power of music, I would call it. Will you recite first, Helen? (Recitations follow.

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HEALTH RULES POSTED IN CINCINNATI SCHOOLS.

The board of health and school board of Cincinnati have had the following posters put up in all the school rooms in that city and are headed "How to Keep Well." Air.

Fresh air and sunshine are necessary to good health. Cold or damp fresh air does not harm if the skin is kept warm.

Night air is as good as day air; breathe only through your nose.

Avoid hot, crowded, dusty, dark, or damp rooms.

Let in fresh air and sunshine.

Form the habit of sitting, standing and walking erect; and of breathing deeply. Food.

Remember that plain foods are the best.

Eat slowly and chew thoroughly.

Drink water freely, but not ice water.

Have your own drinking cup.

Exercise and Rest.

Regular exercise is essential to good health. Go to bed early, and have the bedroom windows open at all times.

Never sleep in a damp bed.

Clothing.

Wear only loose clothes.

Wear no more clothing than you need for warmth.

Avoid wet feet and damp clothing.

Cleanliness

Consumption and other diseases are spread by careless spitting.

Spitting on the floors of rooms, halls, stores and cars will dry and be breathed in in the form of dust.

Keep clean. Bathe frequently. Wipe dry the body quickly after your bath.

Keep your finger nails clean, and wash your hands frequently. Always wash your hands before eating.

Clean your teeth after each meal and before going to bed.

Do not hold your money, pencils, pins, or other things in your mouth.

Do not lick your fingers while turning the pages of a book or counting money.

All children should observe the preceding rules, both for their own sake and for the sake of others. They are

necessary safeguards against consumption and other dangerous diseases. Nearly all children's diseases are infectious.

FOR FREQUENT REFERENCE.

At the beginning of the present year the principal of a large city school presented to each of his teachers a typewritten paper containing the following pointed aids:

The efficiency of a teacher is measured by her power of exacting, securing and keeping attention in her class. Obedience is the very essence of duty and all morality. Cultivate habits of order and prompt obedience about little things.

Insist on cleanliness. Cultivate good manners. Consent cordially. Refuse firmly.

At all times the eye should be on duty.

Continual employment is the great antidote to inattention.

Make careful preparation for every lesson.

Dwell especially on the elements.

Teach with energy.

Teach in a connected way.

Don't mistake talking for teaching.

Don't be fault-finding.

Questions should be brisk and pointed and should elicit one fact at a time.

Questions should always precede the name of the pupil to help fix the attention.

Do not repeat the question, but have the inattentive pupil repeat the same.

Do not read the questions from the book.

Pupils called upon must rise quickly, stand in the middle of the aisle, look up to the teacher, answer distinctly and in complete statements, and remain standing until you call on some one else.

The essentials of a good recitation are that the class be interested in the work, that each pupil be actively employed during the whole time and that all work be done well.

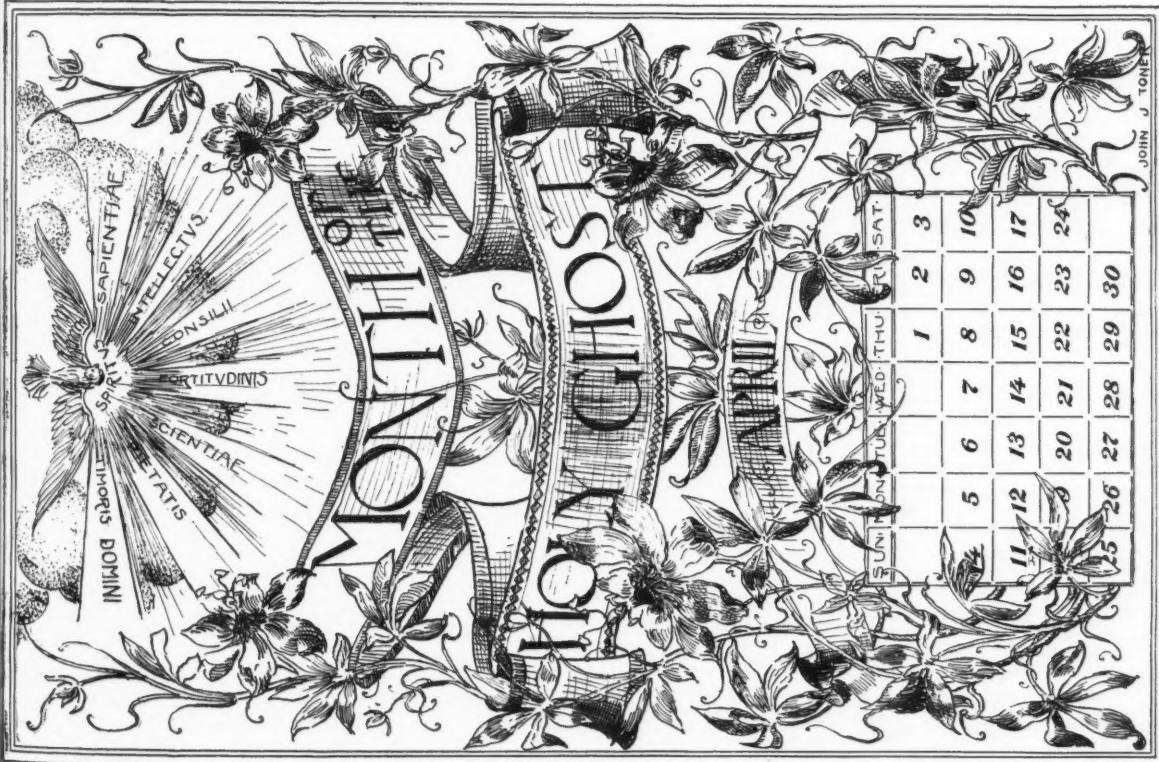
Careless work from the pupil is the teacher's fault.

Practice without effort is waste of time and confirms bad habits.

Every lesson should be a lesson in language.

Every written lesson should be an exercise in penmanship and in spelling.

Short lessons, thorough work, frequent reviews.



Religious Design for April Blackboard Calendar:

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FIVE hundred prizes will be given away absolutely free. They are worth trying for. The contest will be divided into classes taking in all pupils in the primary and grammar grades and high school. Teachers, have everyone of your pupils send in a drawing. Rural schools as well as city schools have an equal chance to win the valuable prizes. The awards offered will be an incentive and inspiration to your pupils.

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The Return of Halley's Comet

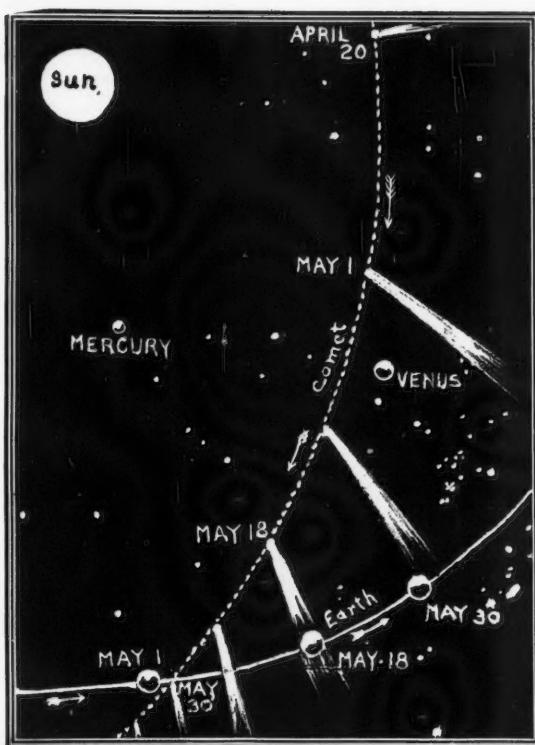
The return of Halley's comet has been anticipated by astronomers with unusual interest. They welcome its appearance as the coming of a faithful friend whose visits to the sun's domains have repeated themselves, once every seventy-seven years, since long before the time of Christ. Calculations based upon the observed path of the comet in 1834-35 had determined very closely where it would reappear this year, and for many months the most powerful photographic telescopes in several countries have "prospected" the critical region.

The marvelous perfection of mathematical astronomy is here illustrated, for the comet recorded itself on Professor Wolf's photographic plate on September 11th, less than seven minutes of arc—less than one-fifth the angular diameter of our moon—from the predicted position. It reached the point of nearest approach to the sun about April 20th, within three days of the predicted time.

At this point the comet was only 57,000,000 miles from the sun. This distance may in itself seem great, but when it is considered that from now on for 38 long years the comet will be speeding away from the sun at the rate of over 800,000,000 miles a year, some faint idea may be gained of the infinite distances of astronomical space. Since Halley's comet last visited us it has traveled something like 60 billion miles. The orbit of the comet is a long ellipse, one end of which overlaps our solar system.

The comet shines by intrinsic and also reflected light. There are three principal parts to it. 1. The nucleus of the head, a loose conglomeration of unknown solid matter, estimated in recent measurements to be about 25,000 miles in diameter; 2. the coma, or envelope of low density surrounding the nucleus, estimated to be over 100,000 miles in diameter; 3. the tail which brightens and develops as the comet approaches the sun. This offshoot of the comet, produced by the great solar body, is composed of gases and small particles. In apparent contradiction of the law of gravitation the tail of the comet always points directly away from the sun, supposedly in obedience to some peculiar electrical influence of that body. When the comet is several months removed from the sun in its travels it appears to lose most of its tail.

On April 20th, when nearest the sun, the tail of Halley's comet was estimated to be considerably over 20,000,000 miles long. This is now shortening as the comet draws away from the sun, but on May 18th, when the head of the comet is nearest the earth, a trifle of 14,000,000 miles away, it is estimated that the tail will be still long enough to whisk over the earth. Just what effect this will have is a matter of difference even among astronomers. Some



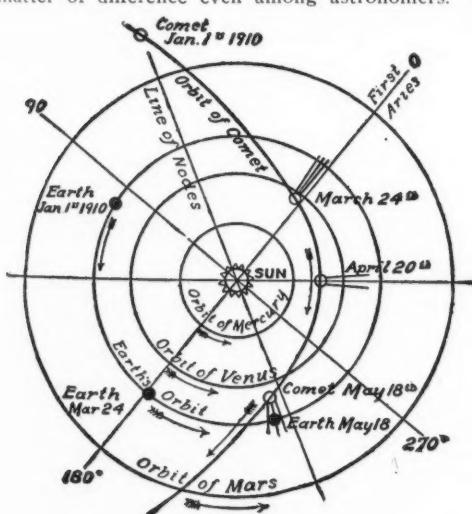
HALLEY'S COMET, THE SUN AND THE EARTH

say there will be no special manifestations, others say that brilliant meteoric displays will occur, and a few speak gravely of the great danger from poisonous cyanogen gas which spectrum examination has shown to be a prominent element of the gaseous tail. The attendant phenomena of the passage will be best observed from the islands of the Pacific ocean.

The best time to observe the comet in the morning sky will be from May 10 to May 16, when it will rise in the east, tail first, about an hour before sunrise. After May 16 it draws toward the rising sun, and after May 18 will be seen in the western evening sky, setting after the sun.

The course of the comet was first calculated by Edward Halley, an English astronomer and friend of Sir Isaac Newton, who was born in 1656. Halley observed it in 1682, identifying it with a similar visitant seen by Appian in 1531 and by Kepler in 1607. He predicted its reappearance about the end of 1758 or the beginning of 1759. It was observed on Christmas day, 1758, after Halley's death. Since then its regular appearances at intervals of three-quarters of a century have been traced back to 11 B. C. The earliest appearance known is 240 B. C. Its latest appearance was in 1835, and its next is scheduled for 1985.

In all ages of the world's history the arrival of a comet has attracted widespread attention, and now with the return of Halley's comet we are but experiencing a revival of this perennial interest. The appearance of one of these monsters of the sky suddenly coming without warning was naturally looked upon by our forefathers as the harbinger of war and catastrophe, and we have many references in literature to their baneful influences. Now, however, when science has record of about 1,000 different comets and their appearance is predicted far in advance there is no longer such fear. Nevertheless man has much to learn about comets, and after our astronomers have completed the observations they are now making with modern instruments at comparatively close range to this fiery visitor, it is likely that much will be added to our knowledge of comets and astronomy in general.



—RELATIVE POSITIONS OF HALLEY'S COMET,
THE EARTH, AND THE SUN.

GEMS OF BEAUTY.

VIOLET E. KING.

S. C. HANSON.

True wealth is not in dia - monds That spar - kle bright and fair; 'Tis not in earth - ly
 2. They ri - val all in splen - dor, These treas - ures of de - light, And shine with e - qual
 3. These gems that are most pre - cious, The fair - est of all kind, The ones of high - est

glit - ter Of show - y things that glare; But there are gems of beau - ty That
 lus - tre, Of Ple - ia des so bright, And all the re - gal splen - dor Of
 val - ue, Are Jew - els of the mind; Of all they are the pur - est, No

bright - er far do shine, Than all the gold of O - phir, Or brill - iants in the mine.
 prince - ly courts so fair, Can not com - pare in beau - ty With these that are so rare.
 bright - er ones are found, Than these of grace and beau - ty, With which the mind is crowned.

DANCING BROOK.

R. A. GLENN.

1. Laughing, dancing, sing-ing brook, Down the hill-side flow, With a wreath of snow - y white, Toward the riv - er go.
 2. And a les - son full of joy, Bright in morn-ing beams, Shin-ing as thy crest - ed waves Like a jew - el gleams.
 3. From the rough and rock-y hill, Flow-ing to the sea, With thy songs of joy and love, Thou shalt ev - er be.

Restless, rippling, dash-ing brook, I have watch'd your flow, Till a something of your joy In my heart shall glow.
 And I know its joy and love, Is the thing it seems, And the gladness that it makes, Runs thro' all my dreams.
 Thus may we from care and toil, Sing a hymn of love, Lift - ing us from grief be - low, To the joys a - bove.

CHORUS.

Tra la la la la la la, Glid-ing a-long, Gliding a-long. Tra la la la la la la, Singing a beau - ti - ful song.

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